ED 279 782 AA 001 161

Resources in Education (RIE). Volume 22, Number 8.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
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AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 279 796 CE 046 455

Walker, Susan S.; VanWinkle, James
Automotive Body Refinisher. Vocational Trade and Industrial Education.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 86
NOTE- 233p.; For other manuals on automotive repair, see ED 265 419, ED 272 690, and CE 046 456.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1178: $4.00 in state, $10.00 out of state).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Auto Body Repairers; Behavioral Objectives; Classroom Techniques; *Course Content; *Job Skills; Learning Activities; Lesson Plans; *Motor Vehicles; *Painting (Industrial Arts); Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Trade and Industrial Education; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

This volume provides an overview of the duties, procedures, concepts, tools, and equipment used in automotive body refinishing. It supplements the first volume of this series ("Introduction to Auto Body") and complements the other manuals that cover body repair and frame repair. Suitable for secondary, postsecondary, and adult classes, this guide is easily adaptable to open-entry, open-exit programs to allow students to progress at an individual pace. This curriculum guide contains six units with eight basic components for each unit: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period of instruction. The following topics are covered in the six units: refinishing eqiupment; preparing surfaces for paint; masking; mixing and applying undercoats; mixing and applying topcoats; and detailing. (KC)

ED 279 811 CE 046 472

Auto Mechanics I. Learning Activity Packets (LAPs). Section E--Brakes.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
NOTE- 66p.; For related documents, see ED 156 918 and CE 046 468-471.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0014--$5.00; slides and audiotapes--$240.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Industrial Arts; *Job Skills; Learning Activities; *Mechanics (Process); *Motor Vehicles; Postsecondary Education; Secondary Education; *Skill Development; State Curriculum Guides; Technical Education; Vocational Education
IDENTIFIERS- *Brakes (Automotive); Oklahoma

This document contains two learning activity packets (LAPs) that outline the study activities for the "brakes" instructional area for an Auto Mechanics I course. The two LAPs cover the following topics: brake systems and power disc brakes. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 827 CE 046 488

Aviation Maintenance Technology. General. G105 Aviation Electricity and Electronics. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85

NOTE- 416p.; For related documents, see CE 046 483-487.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1204: in state--$22.00, out of state--$55.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; Classroom Techniques; *Electricity; *Electronics; Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Skill Development; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

IDENTIFIERS- Oklahoma

These instructor materials for an aviation maintenance technology course contain five instructional modules. The modules cover the following topics: determining the relationship of voltage, current, resistance, and power in electrical circuits; computing and measuring capacitance and inductance; measuring voltage, current, resistance, and continuity; reading and interpreting electrical circuit diagrams; and inspecting and servicing aircraft batteries. Each module contains some or all of these nine basic components--a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 842 CE 046 512

Exploratory Home Economics for Early Adolescents.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
SPONS. AGENCY- Ames Public Schools, Iowa.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86
NOTE- 449p.
AVAILABLE FROM- Iowa Curriculum Assistance System, N008 Lagomarcino Hall, Iowa State University, Ames, IA 50011 ($22.50).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Aging (Individuals); Behavioral Objectives; Careers; *Clothing; Communication Skills; Competency Based Education; Consumer Education; *Daily Living Skills; Discovery Learning; *Family Life Education; *Food; *Home Economics; *Housing; Junior High Schools; Learning Activities; Learning Modules; Lesson Plans; Money Management

This guide is intended to assist teachers in using a life skills approach to introducing early adolescents to the five basic areas of home economics. The following topics are covered in the individual units: life skills in family communication (hearing and listening, speaking, writing, obtaining and responding to feedback, holding a sustained conversation, resolving conflict, communicating with children, aging, and relating to and communicating with an elderly person); food (kitchens and utensils, safety and sanitation, food groups, menu planning and food preparation, factors affecting food choices, food habits, and nutrition); life skills in money management and consumer choices (financial framework, record keeping, resources, needs and wants, values or principles, goals, decision making, financial planning, techniques of budgeting and shopping, sources of consumer information, and consumer rights and responsibilities); clothing-related life skills (textile fibers, clothing care and maintenance, and sewing techniques); life skills in sharing housing space (personal relationships and shared space/property, space/property shared by groups, storage, organization of storage space, chemistry of cleaning, cleaning products, and cleaning techniques); and careers in home economics. Each unit contains some or all of the following: unit title; overall objectives; topical lesson outline; note to the teacher; lesson plan consisting of a topic title, objectives, generalizations, resources, and activities; and handouts. (MN)

ED 279 855 CE 046 541

Oversight Hearing on Illiteracy. Joint Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives and the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, Second Session (Washington, DC, June 12, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 87
NOTE- 67p.; Serial No. 99-140.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Correctional Education; *Educational Finance; *Educational Needs; Educational Television; Hearings; *Literacy Education; Prisoners; Program Development; Publicity; Public Television
IDENTIFIERS- Congress 99th

This document contains transcripts of testimony and written materials presented by four persons at a Congressional hearing on illiteracy. Testimony was given by Gerald L. Baliles, Governor of Virginia; James E. Duffy, vice president, Capital Cities/ABC; Karl O. Haigler, director of the Adult Literacy Initiative, U.S. Department of Education; and Patricia Keeton, coordinator, Basic Skills and Foreign-Born Programs, Howard Community College, Maryland. In his testimony and written report, Governor Baliles commented that many people who are illiterate turn to a life of crime. He reported that since many of the prisoners in the Virginia system are illiterate, the state has begun a program of "no read, no release" to teach prisoners to read before they are sent back into society. In his testimony, Duffy reported on the experience of ABC and the Public Broadcasting Service in Project Literacy U.S. (PLUS), which spotlights the problem of illiteracy; broadcasters work through their stations to reach adult illiterates and help them find educational programs to meet their needs. Haigler defended the budget needs of U.S. literacy efforts and said that financial support is crucial to help adults to read. Finally, Keeton testified that more must be done to fight illiteracy and that it is unproductive to publicize the problem while cutting funds for adult education. A discussion among committee members and participants is also included in the hearing proceedings. (KC)

ED 279 869 CE 046 591

Milburn, Val
Understanding Instructions.
Leeds City Council Dept. of Education (England).

PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Daily Living Skills; Learning Activities; *Literacy Education; Mnemonics; *Reading Skills; *Serial Ordering; *Writing Skills
IDENTIFIERS- *Following Directions

This guide is intended to help adult basic education (ABE) teachers teach their students to understand instructions in their daily lives. The 25 learning activities included all develop students' skills in the area of following directions by using basic situations drawn from everyday life. The following activities are included: sequencing pictures (pictures of the steps involved in wallpapering a room and putting up a TV aerial); matching instructions to pictures (washing one's hair); understanding instructions from signs and signals; sequencing written instructions (cooking savory rice and using a packet of cake mix); understanding flowcharts (how to boil an egg and make a cup of tea); following directions; understanding instructions and diagrams (wiring a plug); understanding instructions (when sowing seeds, using a gas station, putting up a shelf, and tiling a wall); understanding instructions on packages and goods; remembering instructions; following a knitting pattern; understanding holiday brochures; and writing instructions (including instructions for a Spanish omelette). (MN)

ED 279 883 CE 046 616

Shorthand I. Vocational Education Curriculum Guide. Business Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Feb 87
NOTE- 22p.; For Shorthand II, see CE 046 617.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; *Business Skills; Competency Based Education; Curriculum Guides; *Dictation; Job Skills; Office Occupations; *Office Occupations Education; *Shorthand; Standards
IDENTIFIERS- *Transcription

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the first course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into eight learning outcomes. Each learning outcome is divided into one or two associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from textbook plates and homework notes, writing and transcribing shorthand outlines, taking dictation, transcribing from shorthand, and transcribing materials containing transcription errors. (YLB)

ED 279 896 CE 046 660

Korcheck, Stephanie A., Ed.
Strengthening the Basic Competencies of Students Enrolled in Vocational Education.
Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 87
NOTE- 48p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Basic Skills; Demonstration Programs; Educational Change; *General Education; *Integrated Curriculum; Learning Resources Centers; Mathematics; Postsecondary Education; Reading; Remedial Instruction; Remedial Programs; Secondary Education; Technology; *Vocational Education

This document presents brief descriptions of successful approaches that states, local school districts, and individual schools have taken to incorporate and/or expand the teaching of basic competencies. Two presentations made at the Southern Regional Education Board's meeting on "Strengthening the Academic Preparation of Vocational Students" appear first. "The Heart of Educational Reform: Integrating Academic and Vocational Education" (Marvin Feldman) advocates linking academic learning to practical vocational applications. "Investing in Our Children: Business and the Public Schools" (Nat Semple) also talks about the relationship between vocational education and academic instruction. The summaries of nine various approaches to strengthen basic competencies are divided into three categories. The categories and programs are Teaching, Strengthening, and Recognizing Academic Skills (The Division of Academic-Vocational Education--Holmes High School, Kentucky; The Virginia Master Technician Program; Individualized Language Arts and Systematic Teaching and Measuring of Mathematics/Vocational Applied Mathematics--Georgia; Florida's State Policy for Credit Substitution); Using Applied Courses to Develop Academic Learning Skills (Principles of Technology--The Center for Occupational Research and Development, Applied Vocational Mathematics--South Carolina, Correlated Vocational/Academic Programs--Ohio); and Remediating Basic Skills Deficiencies in Vocational Students (Individualized Remedial-Related Centers--Mississippi, Learning Resource Centers--Oklahoma). (YLB)

ED 279 909 CE 046 707

Norton, Robert E.
Training Technical and Vocational Teachers. Background Paper.
PUB DATE- May 87
NOTE- 33p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Attachments A and G contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; *Curriculum Development; Higher Education; *Learning Modules; Staff Development; *Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- National Center for Research Vocational Education

To respond to teacher training needs, staff at the National Center for Research in Vocational Education developed an alternative approach to teacher/instructor preparation, called performance-based teacher education (PBTE). This training program was based on competencies required of successful vocational and technical instructors and required the instructor to obtain certain knowledge and demonstrate the essential teaching skills in an actual instructional situation. Through the DACUM (Developing a Curriculum) job analysis procedure, professional competencies required of vocational instructors were identified. With this research base, the National Center developed teacher training materials in the form of individualized learning modules. Each had as its base one or more of the competencies. A total of 132 modules in 14 categories were prepared. Materials were used mainly by training institutions concerned with preservice and inservice teacher/instructor preparation and private and public agencies concerned primarily with staff development or inservice training of instructors. Positive effects were reported on teacher education programs, staff development programs, teachers and instructors, and students and classrooms. (Attachments include a listing of PBTE modules and descriptions of selected PBTE programs.) (YLB)

ED 279 923   CG 019 731

Swenson, Leland C.; Heinish, D.
Attorney and Parent Attitudes Related to Successful Mediation Counseling of Child Custody Disputes.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; *Attitudes; *Child Custody; Conflict Resolution; Decision Making; *Divorce; *Lawyers
IDENTIFIERS- California; *Mediation

The divorce explosion has placed a substantial burden on the judicial system of the United States. About 10 percent of divorce cases involve child custody battles. The adversarial legal process may be contrary to the children's best interest. Custody mediation has been used as an alternative to court litigation. California law requires an attempt to reach a settlement by mediation. This study surveyed participants in a mandatory California mediation court. Eleven complete sets of data from all session participants: clients (husband and wife), both attorneys, and mediator, were received. Client surveys focused on attitudes toward the mediation process and perception of attorney's attitudes. Attorneys were asked about their attitudes towards their clients and the mediation process. Mediators rated the effectiveness of the session, the cooperativeness of the clients, and if settlement was reached. Clients with positive attitudes, well informed and represented by attorneys with positive attitudes and high levels of experience with mediation court, were more likely to settle. This supports the importance of attorney's attitudes in facilitating the mediation process. Attorneys saw themselves as more helpful than the clients or mediators. Clients reported relatively high satisfaction with mediation, suggesting considerable satisfaction with the California process. Settlement rates were not finalized since further mediation sessions were expected. However, overall settlement rates were not expected to be significantly inferior to voluntary mediation participants. (ABL)

ED 279 938 CG 019 747

Youth Development Project: First Year Evaluation Report 1984-85. Report No. 321.

Hawaii Univ., Manoa. Youth Development & Research Center.

PUB DATE- Jan 86
NOTE- 68p.; Bar graphs have faint print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency Prevention; Elementary School Students; *High Risk Students; Intermediate Grades; *Interpersonal Competence; Parent Attitudes; Peer Influence; *Peer Teaching; *Preadolescents; *School Activities; Self Concept; Student Attitudes; Student Development; Teacher Attitudes

The Youth Development Project is a school-based delinquency prevention project which incorporates intervention strategies of social skills training, student team learning, and community liaison between home and school. Subjects in the project are fourth, fifth, and sixth graders of one experimental (N=315) and one comparison (N=196) elementary school in Hilo, Hawaii. Data were collected from: (1) surveys and questionnaires completed by teachers, students, and parents; (2) direct classroom observations of students' time on task, disturbing others, and interactions with teachers and peers; (3) archival data from school records on absenteeism, tardiness, disciplinary referrals, and grade point average (GPA); and (4) anecdotal information from teachers and parents. The results revealed no strong relationship between the intervention and the dependent variables of classroom behavior, GPA, disciplinary referrals, and self-concept. Anecdotal and survey data from parents, teachers, and students did, however, indicate that social skills training and student team learning were useful school activities. Despite numerous problems with internal validity, the Youth Development Project may contribute valuable information to the understanding of delinquency prevention. Within the text there are many tables analyzing survey results and numerous figures (bar graphs). The appendixes consist of student, teacher, and parent surveys; classroom observation procedures; and a summary of narrative responses from the teacher survey. (NB)

Snodgrass, Gregory; And Others
Group Treatment of Eating Disorders in a University Counseling Center.
PUB DATE- 18 Apr 87
NOTE- 26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Bulimia; *Cognitive Restructuring; College Students; Coping; *Females; *Group Therapy; Higher Education; Stress Management
IDENTIFIERS- *Eating Disorders

Sociocultural pressures to pursue an unrealistic ideal of thinness have contributed to an increasing number of students seeking help at a university counseling center for the eating disorders of anorexia nervosa and bulimia. To help these students, a group treatment technique was developed using a cognitive-behavioral approach. Treatment techniques included educational information; open discussion of Eating Disorders Inventory (EDI) profiles; and self-monitoring of stressful situations, cognitions, and behaviors. Suggestions for coping were made with specific attention to issues with family and significant others. The approach was used with a group of seven bulimic female college students. Analysis of results from the EDI; the Beck Depression Inventory; and a self-monitoring form for behaviors, cognitions, and coping behaviors documented improvement trends in participants. (Author/NB)

ED 279 966 CG 019 775

Miller, Howard J.; And Others
Social Work Program. Field Placement Manual for Social Work Field Placement I, Social Work Field Placement II.
Mansfield State Coll., Pa.
PUB DATE- 82
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Field Experience Programs; Higher Education; *Internship Programs; Program Guides; *Social Work; *Social Workers

This document is a manual for a social work field placement program. The social work field placement is described as a learning experience designed to translate the students' interests, interpersonal abilities, and academic knowledge and theory into the capability of enabling others to solve problems. Expectations of skills to be learned in the field placement are listed. Guidelines and potential interest areas for two field placement classes are presented. Also included are a field placement contract form, policy statement on field instructors, an application form for fieldwork, instructional guidelines for preparing the fieldwork contract, performance evaluation forms, agency profile form, and field instructor profile form. (ABL)

ED 279 980 CG 019 789

Tang, Thomas Li-Ping; And Others

The Survival of Quality Circles: An Examination of the Major In-Process Differences between Active and Inactive Quality Circles.

PUB DATE- Mar 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Attendance; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Group Dynamics; Group Unity; *Management Teams; Middle Management; Organizational Development; *Participative Decision Making; Problem Solving; *Quality Circles; Work Attitudes

Quality circles (QCs) have been considered one of the most promising approaches to improving American workers' productivity. The differences of quality circle effectiveness between active QCs (N=36) and inactive QCs (N=17) in a 3-year period were examined in a quasi-experimental field study. The dependent variables examined were the amount of middle-management involvement, the number of people per quality circle (QC size), the attendance rate at QC meetings, and several measures of their problem-solving activities. The results suggested that active QCs had a significantly higher level of involvement from the middle management than had inactive QCs. Active QCs had more circle members and had a significantly higher attendance rate at QC meetings than had inactive QCs. Further, active QCs had a significantly lower rate of failure in their problem-solving process than had inactive QCs. It was also found that for active QCs, their QC tenure was negatively correlated with the QC size, and was positively correlated with the number of projects attempted, the number of projects dropped, and the number of projects completed. For inactive QCs, the attendance rate at AC meetings was negatively correlated with the number of projects completed and their QC tenure was negatively correlated with the rate of failure. (Author/NB)

ED 279 995 CG 019 804

Bolton-Brownlee, Ann
Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Attitudes; *Counselor Characteristics; Counselor Client Relationship; *Cultural Influences; Cultural Pluralism; *Ethnic Stereotypes; *Individual Differences
IDENTIFIERS- ERIC Digests; *Multicultural Counseling

This fact sheet examines the impact of cultural diversity in the United States on the counseling profession. Three major difficulties for multicultural counseling created by this diversity are considered: (1) the counselor's own culture, attitudes, and theoretical perspective; (2) the client's culture; and (3) the multiplicity of variables comprising an individual's identity. Thirteen documents are cited. (NB)

ED 280 009 CS 008 738

Goodman, Yetta M.; And Others

Reading Miscue Inventory: Alternative Procedures.

REPORT NO.- ISBN-0-913461-80-6
PUB DATE- 87
NOTE- 238p.
AVAILABLE FROM- Richard C. Owen Publishers, Inc., Rockefeller Center, Box 819, New York, NY 10185 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diagnostic Teaching; Diagnostic Tests; Elementary Education; *Miscue Analysis; Models; Program Development; *Reading Diagnosis; *Reading Instruction; *Reading Processes; Reading Programs; *Remedial Reading; Teaching Methods; *Test Construction
IDENTIFIERS- Goodman (Kenneth); *Reading Miscue Inventory

Expanding on the original "Miscue Inventory," this book examines various miscue analysis procedures and discusses how they provide teachers with effective methods for understanding and measuring students' reading processes. The chapters are divided into three parts, focusing on miscue analysis and the reading process, miscue analysis procedures, and miscue analysis and curriculum development. Respectively, chapters discuss (1) the importance of miscue analysis for reading professionals, the historical development of miscue analysis procedures, a recommendation for self-monitoring the reading process, and a student whose oral reading is used as an example throughout the book; (2) the reading model developed by Kenneth Goodman; (3) the collection, organization, and marking of miscue analysis data; (4) questions used in miscue analysis; (5) an alternative procedure for miscue analysis; (6) three more alternative procedures including information on miscue selection for coding, question usage, scoring the retelling, forms for miscue coding and retelling, and calculation of statistical information; (7) three models of reading instruction and the essentials of a whole language reading program; and (8) how the information gained through miscue analysis might be used as the basis for a reading program. Appendixes include a summary of procedures, Gordon's miscue analysis, blank forms used in various procedures, and previous miscue analysis formats. (JD)

ED 280 023 CS 210 310

Bissex, Glenda L., Ed.; Bullock, Richard H., Ed.
Seeing for Ourselves: Case-Study Research by Teachers of Writing.
REPORT NO.- ISBN-0-435-08436-4
PUB DATE- 87
NOTE- 228p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Case Studies; *Classroom Research; Elementary Secondary Education; Experimenter Characteristics; Higher Education; Longitudinal Studies; Research Design; Researchers; *Research Methodology; *Teaching Experience; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Teacher Researchers

Based on studies conducted by teachers and graduate students at Northeastern University, this book offers a comprehensive overview of the kinds of research being conducted by writing teachers, as well as extensive information on how this research has affected their professional lives. The chapters are divided into five parts dealing with the backgrounds of teacher research, longitudinal studies, becoming a researcher, four short-term studies, and writing beyond the classroom. The essays and their authors are as follows: (1) "What Is a Teacher-Researcher?" (Glenda L. Bissex); (2) "Why Case Studies?" (Glenda L. Bissex); (3) "A Quiet Revolution: The Power of Teacher Research" (Richard H. Bullock); (4) "Year-Long, Classroom-Based Case Studies" (Glenda L. Bissex); (5) "The Teacher as Learner" (Susan Kaplan); (6) "Traci: A Learning Disabled Child in a Writing Process Classroom" (Carol S. Avery); (7) "Roles and Strategies in College Writing Conferences" (Ferguson McKay); (8) "The Effect of Poetry in a First-Grade Classroom" (Elizabeth Cornell); (9) "Visions of Communication: The Use of Commonplace Books in the English Class" (Judith Boyce); (10) "Rx for Editor in Chief" (Jane Richards); (11) "Teachers Talk about Their Research: A Round-Table Discussion," edited by Richard H. Bullock; (12) "Short-Term Studies in a Traditional Graduate

Setting" (Richard H. Bullock); (13) "Breaking Patterns" (Kathleen Hogan); (14) "Laura" (Kathy Calkins); (15) "Observing a Would-Be Novelist" (Patricia Hanlon); (16) "A Writer Composes Aloud: Tracing Cognitive Processes in Writing" (Jennifer Hicks); and (17) "Circles within Circles: A New Perspective on Writing about Art" (Alice DeLana). This book represents the first extensive collection of articles concerning teacher conducted case-study research and, as such, offers previously unpublished insights into writing and how it is learned. (JD)

ED 280 037   CS 210 344

Wilson, Lorraine
Classroom Publishing. PEN 60.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Elementary Education; Illustrations; *Layout (Publications); Student Developed Materials; Student Motivation; *Student Projects; Teacher Role; Writing Exercises; *Writing for Publication; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Collaborative Learning

Designed for elementary school teachers, this publication treats various aspects of publishing young student-authors' writing. Activities are as follows: (1) proofreading (children should proofread first by themselves); (2) pagination (let children decide how to break up the text); (3) placement of text (on alternate pages, for example, or perhaps a more experimental layout for older children); (4) hand lettering (encouraging youngsters to hand letter the texts gives them a real reason for developing attractive handwriting); (5) illustrations (artwork can be drawings, collage, or photographs), (6) dedication and information about the author (professionally published books can serve as models); (7) cover (should invite attention--try to coordinate text theme and design colors with the cover); (8) publishing equipment (several classrooms could share equipment and drawing implements to cut costs); (9) postpublishing (a book launching can be held with parents and friends invited to the classroom); (10) publication schedule (the first book could be published quickly and after that the process might become more selective); and (11) publication of big books (a cooperative class effort where the texts begin as wall stories with the teacher acting as scribe). The document points out that children should be involved at all stages of publication. (NKA)

Klug, Beverly J.
The Storytellers Are Here: Using the EXCEL Approach to Involving Children in Literature.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Elementary Education; Literature Appreciation; *Reader Text Relationship; *Reading Aloud to Others; Reading Instruction; Reading Programs; *Reading Strategies; *Story Telling
IDENTIFIERS- *Reading Motivation

The use of children's literature in the classroom can greatly enhance the core curriculum by supporting children's cognition, language, personality, social, aesthetic, and creative development. Preservice teachers often have difficulty conceptualizing a style of literature presentation that will provide optimum learning-stimulation, however, and the EXCEL (Expanding Children's Experiences through Literature) approach was conceived in response to this need. This three-pronged approach is aimed at drawing upon and expanding children's experiences, increasing students' interactions with oral and written language, and developing students' interests in literature while actively engaging them in literature experiences. The steps involved in EXCEL are (1) a prereading activity; (2) the reading, telling, or dramatization of a story; and (3) a postreading activity. EXCEL has proven very effective with children from preschool age through sixth grade and with normal as well as exceptional and multicultural populations. If children are to discover the joy of involvement in the world of books, it is important to make maximal use of their literature experiences. Only after finding excitement in books can children be expected to become more than nominally involved in reading. (AEW)

ED 280 067 CS 210 382

Prescott, Barbara L.; Doyle, Deborah A.

Writing about Writing: Children's Use of Metalanguage in Written Discourse.

PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). A number of appendices pages (examples of student manuscripts) may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Content Analysis; Educational Theories; Elementary Education; *Protocol Analysis; *Student Reaction; *Writing (Composition); *Writing Processes; Writing Research; Writing Skills; Written Language
IDENTIFIERS- *Childrens Writing; *Writing Attitudes

A pilot study explored what children between the ages of 8 and 11 focus on when they write about writing: how children define writing, what features they believe constitute the act and product of writing, and what kinds of writing children consider important and why. During a half-hour period, 36 students in grades 3 through 5 were asked to write as much as they could about what they thought writing meant, after which the papers were analyzed for informational content. Examination showed that even young writers were able to express opinions about the act and product of writing through the mode that they were explaining. Grade specific differences did appear in children's definitions and explanations of writing. Third graders focused on the material and physical aspects of the act of writing, while fifth graders preferred to write about products of writing and the use of writing to learn. Fourth graders showed variable tendencies, but most often emulated third graders when they defined and explained writing. Length of texts and use of paragraphs increased with grade level, with a substantial increase occurring by the fifth grade. (Data tables are included, along with model writing texts, student writing samples, and a list of 17 references.) (NKA)

ED 280 080 CS 210 396

Squire, James R., Ed.
The Dynamics of Language Learning: Research in Reading and English.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-1276-5
PUB DATE- 87
NOTE- 420p.; Papers commissioned for the Mid-Decade Seminar on the Teaching of Reading and English (Chicago, IL, March 29-31, 1985). For the seminar's discussions of these papers, see ED 274 967.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12765, $20.00 member, $25.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Research; Classroom Techniques; Cognitive Development; Computer Uses in Education; Educational Trends; Elementary Education; Evaluation Methods; *Language Processing; Literacy; Literature Appreciation; Oral Language; Reader Text Relationship; Reading Comprehension; Reading Instruction; Reading Processes; *Reading Research; *Reading Writing Relationship; *Research Opportunities; *Technological Advancement; Writing Instruction; Writing Processes; *Writing Research; Written Language
IDENTIFIERS- Process Product Relationship; *Research Trends; Text Structure

Focusing on future directions for English and reading research, the papers presented in this book examine the complex interplay of skills, processes, and classroom conditions that influence the development of children's competence in reading, writing, and the language arts. The titles and authors of the essays are as follows: (1) "Reading and Writing Relations: Assumptions and Directions" (James Flood and Diane Lapp); (2) "The Cognitive Base of Reading and Writing" (Stephen B. Kucer); (3) commentaries by Alan Purves and Julie Jensen; (4) "Thought and Language, Content and Structure in Language Communication" (Diane Lemonnier Schallert); (5) "The Design of Comprehensible Text" (Robert C. Calfee); (6) commentaries by Judith Langer and Robert J. Tierney; (7) "The Shared Structure of Oral and Written Language and the Implications for Teaching Writing, Reading, and Literature" (Miles Myers); (8) "Oral Language, Literacy Skills, and Response to Literature" (David K. Dickinson); (9) commentaries by David Dillon and Roselmina Indrisano; (10) "Research into Classroom Practices: What Have We Learned and Where Are We Going?" (Bryant Fillion and Rita S. Brause); (11) "Classroom Practices and Classroom Interaction during Reading Instruction: What's Going On?" (M. Trika Smith-Burke); (12) commentaries by Arthur N. Applebee and Dolores Durkin; (13) "An Examination of the Role of Computers in Teaching Language and Literature" (Bertram C. Bruce); (14) "Technology, Reading, and Writing" (Lawrence T. Frase); (15) commentaries by Johanna DeStefano, and Edmund J. Farrell; (16) "Organizing Student Learning: Teachers Teach What and How" (Jane Hansen); (17) "Assessing the Process, and the Process of Assessment, in the Language Arts" (Peter Johnston); (18) commentaries by Jerome C. Harste and P. David Pearson; (19) "Constructing Useful Theories of Teaching English from Recent Research on the Cognitive Processes of Language" (M. C. Wittrock); (20) "Themes and Progressions in Research in English" (John T. Guthrie); and (21) "Retrospect and Prospect" (James R. Squire). (JD)

ED 280 093 CS 505 530

Staley, Constance Courtney; Shockley-Zalabak, Pamela
Triangulation in Gender Research: The Need for Converging Methodologies.
PUB DATE- Feb 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Communication Research; Comparative Analysis; Data Collection; Decision Making; Females; *Holistic Approach; Interpersonal Communication; Literature Reviews; Males; *Organizational Communication; *Research Design; *Research Methodology; *Sex Differences
IDENTIFIERS- *Triangulation

Research on sex differences in communication has produced mixed and contradictory results. An erroneous overlap exists between self reports of male-female behaviors, others' reports of perceived behaviors, and stereotyped projections based on social conditioning. The solution to this confusion in gender communication research may be triangulation, or the use of multiple and diverse data sources and collection techniques. Triangulation as a methodology for understanding the female experience holds promise because it encourages the convergence of traditional and non-traditional data by admitting multiple perspectives. The use of triangulation to compare males and females in organizations could help explain why male and female professionals who have similar backgrounds and exhibit similar preferences for leadership and leadership communication styles experience different rates of promotion within organizations. One example of a research design using triangulation compared male and female communication behaviors during decision making and determined how behaviors were evaluated in terms of effectiveness. Research instruments included self reports, collection of demographic and career data, personal interviews, videotaped decision making interactions, content analysis of the tapes, and evaluations by business professionals. Triangulation allowed for a more holistic evaluation of sex differences in communication. (An eight-page list of references is provided.) (SRT)

ED 280 107 CS 505 555

Seeger, Matthew W.

The Challenger Tragedy and Search for Legitimacy: Implications from an Organizational Communication Perspective.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Problems; Communication Research; Credibility; Government Role; *Integrity; *Organizational Communication; Public Relations; *Space Exploration
IDENTIFIERS- *Challenger Disaster; Legitimacy (of Government); *National Aeronautics and Space Administration

Observing that the explosion of the space shuttle "Challenger" had a profound impact upon the American public, this paper argues that its most direct impact was upon the National Aeronautics and Space Administration (NASA). Specifically, the paper argues that the explosion was a crisis that resulted in loss of legitimacy for the space agency. Definitions of two terms are provided. (1) A crisis is defined as a major event in an organization's history that results in change. (2) Legitimacy is defined as a status conferred upon an organization by external social actors that results in a larger social justification of the organization and its activities. The paper then examines the Challenger explosion as a crisis in legitimacy and explores NASA's behavior under crisis conditions. The paper next discusses crisis as loss of legitimacy and reviews NASA's efforts to establish legitimacy both before and after the tragedy. The paper concludes that specific target goals, such as a mission to Mars, are necessary if NASA is to repair the serious damage caused by the "Challenger" explosion and to reestablish itself as a legitimate institution. (FL)

ED 280 121 CS 505 582

Kipper, Philip
The Television News Report as Persuasive Message.
PUB DATE- Feb 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Mass Media Effects; *News Reporting; *Persuasive Discourse; *Rhetoric; Rhetorical Criticism; *Television Research; Television Viewing
IDENTIFIERS- *CBS Evening News; *Television News

Three typical television news reports broadcast on the "CBS Evening News with Dan Rather" in early 1987 were analyzed (1) to test the validity of the assumption that news reports of this type are persuasive and therefore can be classified as rhetoric and (2) to gain insights into the message structure of the reports. The three reports analysed were: a business report on the rise of the stock market, a news story about how President Reagan's budget proposals affected his anti-drug program, and a news story about evangelist Oral Roberts' revelation that he would die if he could not raise several million dollars. The analyses, using neo-Aristotelian criteria, revealed the reports to be tightly packaged persuasive arguments, each defining oppositional issues, setting out logical deductive arguments, and supporting those arguments with reasoned and emotional evidence. In addition, each report defined an audience more specific than the mass audience usually assumed for network television news, then encouraged that audience to accept the persuader's view by the use of value-laden statements and by certain credibility enhancing techniques. The findings suggest that viewers should become more aware of the argumentative structure of news and the presentational formats in which that structure is presented. (Transcripts of the three news reports are appended.) (FL)

ED 280 134 EA 019 237

Conley, Sharon C.; Mitchell, Stephen M.
Performance Appraisal Systems for Teachers.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). Document contains light type.
AVAILABLE FROM- Publication Sales, Organizational Analysis & Practice, 120 East Buffalo Street, Ithaca, NY 14850 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Career Ladders; Elementary Secondary Education; Merit Pay; *Personnel Evaluation; *Professional Recognition; Promotion (Occupational); Skill Development; Teacher Administrator Relationship; *Teacher Evaluation

Pay-for-performance measures and reward systems for teachers fail to consider the role of performance appraisal and give too little attention to how changes in performance appraisal and reward systems affect organizational processes, such as interteacher cooperation and teacher-administrator relations. Presented are three strategic considerations that should be reviewed before implementing a performance appraisal system in school systems: the basis of performance appraisal (skills versus work outputs), the effects of linkages between performance appraisal and organizational rewards, and the nature of work interdependence. For each, implications for the structure of performance appraisal systems are examined. Performance appraisal is defined as a process occurring over time; a proposed structure calls for a focus on skill development during the pretenure period. Cooperation between school administrators and a team of teacher peers in the decision to grant tenure is emphasized. A diagram of the proposed structure of a teacher performance appraisal system and 20 references are included. (WTH)

ED 280 147 EA 019 252

Educational Administration: Leadership Preparation, a Review. Commission Working Paper.
Georgia Professional Standards Commission, Atlanta.
PUB DATE- Feb 85
NOTE- 214p.; For related documents, see ED 180 106, ED 194 515, and ED 250 820.
AVAILABLE FROM- Publication Sales, Georgia Professional Standards Commission, 2945 Flowers Road South, Suite 107, Atlanta, GA 30341 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Educational Administration; Educational Trends; Elementary Secondary Education; Internship Programs; Job Analysis; Leadership Responsibility; *Management Development; *Program Descriptions; Public Opinion; Student Recruitment; Teacher Administrator Relationship; Universities
IDENTIFIERS- Georgia

This report (1) examines the latest developments in educational administration preparation, (2) provides an overview of educational administration programs in Georgia, and (3) identifies and reviews a sample of educational administration programs nationally. Chapters 1, 2, and 3 are titled as follows: "Public Concerns: A Focus on School Leadership," "School Leadership: Nature of the Job," and "Administrator Preparation Programs: Professional Views and Assessments." Chapter 4, "Educational Administration Programs: A General Profile," describes typical program characteristics and the following issues and trends: student selection/recruitment; residency; faculty in educational administration; practitioner involvement in instruction; internships/field experience; and university/school district inservice relationships. Chapter 5, "Preservice Preparation for School Administrators: Various Approaches," contains brief summaries of approaches to educational administration programs developed by four esteemed educational researchers: (1) Keith Goldhammer ("Six Key Elements"); (2) John Hoyle ("AASA Guidelines"); (3) Lloyd McCleary ("Field Based Preparation"); and (4) Paula Silver ("A Professional Practice Orientation"). Chapter 6, "Educational Administration Preparation Programs: Parameters of This Study," contains observations and charts describing characteristics of Georgia educational administration programs, research procedures for pyramid study, and observations and charts describing characteristics of a sample of educational administration programs nationally. An extensive bibliography is appended. (IW)

ED 280 160 EA 019 269

Haugland, Maurice
A Comparative Analysis of the Professional Competencies Needed by Superintendents of Public Schools Perceived to Be Most Desirable for Successful Employment by School Board Members and Superintendents in South Dakota.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; Administrators; *Board Administrator Relationship; *Boards of Education; Collective Bargaining; *Competence; Curriculum Development; Educational Finance; Elementary Secondary Education; Evaluation Criteria; *Job Performance; Personnel Management; Policy Formation; Public Relations; Public Schools; School Construction; *Superintendents
IDENTIFIERS- South Dakota

This paper, which highlights the findings of a recently completed doctoral dissertation, attempts to: (1) identify the desirable professional competencies of superintendents as perceived by South Dakota school board members and superintendents, themselves; and (2) determine which competencies, when performed unsatisfactorily, are the most common bases for nonrenewal of the superintendents' contracts. Data for the investigation were collected by means of two similar questionnaires completed by public school superintendents and school board members. Board members returned 655 questionnaires, and superintendents returned 178. Competencies ranked included: (1) public relations, (2) school finance, (3) personnel management, (4) curriculum development, (5) policy formulation, (6) school construction, (7) accomplish goals set by board, (8) superintendent/board relations, and (9) collective bargaining. School board members ranked: (1) personnel management, (2) school finance, and (3) curriculum development as the most important competencies. Superintendents ranked: (1) superintendent/board relations, (2) personnel management, and (3) public relations as the most important. Board members perceived personnel management, and superintendents perceived superintendent/board relations, as the most prevalent competencies resulting in dismissal, nonrenewal, or requested resignation of a superintendent. Recommendations include superintendent awareness of school board members' perception of desirable competencies, development of effective personnel management techniques, and better communication between superintendents and board members. (WTH)

ED 279 783 CE 045 045

Hall, Sheila

The ECIA Chapter I Computer Lab.

Sumter Correctional Institution, Bushnell, FL.

PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Programs; Basic Skills; *Computer Assisted Instruction; *Computer Managed Instruction; *Correctional Education; Courseware; *Language Arts; *Mathematics; Mathematics Instruction; Reading; Reading Instruction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This booklet provides information on and instructional materials from the Education Consolidation Improvement Act (ECIA) Chapter I Computer Lab at Sumter Correctional Institution in Florida. Section 1 is an introduction addressing the benefits of computer-assisted instruction, responsibility of inmate aides, and evaluation and selection of software. The next three sections focus on these three labs: Reading, Language Arts, and Mathematics. Section 2 on the Reading Laboratory presents an overview of the program, describes the software used for the various topics, lists software sources, and provides a sample student record, student report, and catalog page from the Easy-Reference Resource Catalog compiled for the lab. Section 3 on the Language Arts Laboratory contains an overview of the program and these sample pages: computer-assisted instruction (lists of software linked to minimum student performance standards) and inmate computer records. Titles and sources of software are also listed. Section 4 on the Mathematics Laboratory presents an overview of the program, lists objectives, provides samples of student assignment forms and class data forms, and lists software sources. (YLB)

ED 279 812 CE 046 473

Learning Activity Packets for Auto Mechanics II. Section A--Engine Rebuilding.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
NOTE- 208p.; For related documents, see ED 156 919 and CE 046 474-476.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0115--$20.00; slides and audiotapes--$814.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Engines; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; Pretests Posttests; Secondary Education; *Trade and Industrial Education

Eight learning activity packets (LAPs) are provided for the instructional area of engine rebuilding in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these eight units: (1) engine condition evaluation; (2) engine removal; (3) engine disassembly; (4) valve train and cylinder head reconditioning; (5) engine crankshaft, bearings, and oil pump; (6) cylinder and piston reconditioning; (7) engine reassembly; and (8) engine installation. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers). (YLB)

ED 279 828 CE 046 489

Sharpton, James L.

Food Preparation Principles for Home and Community Services. Student Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 618p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 3014).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competency Based Education; *Cooking Instruction; *Dining Facilities; Food; *Food Service; *Foods Instruction; *Home Economics; Hospitality Occupations; Secondary Education; *Waiters and Waitresses

These student learning materials deal with food preparation. The following topics are covered in the individual units: types of food service jobs and their educational requirements; safety and fire prevention; sanitation; use and care of hand tools and utensils; care and use of equipment; counter service; cashiering; fry stations; dining room procedures; sidework; table settings; procedures for using a recipe; salads, fruits, and salad dressings; sandwiches, hors d'oeuvres, and garnishes; quick breads and yeast products; desserts; and breakfast cookery. A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

ED 279 870 CE 046 592

Mazie, Sara Mills; Bluestone, Herman
Assistance to Displaced Farmers. Issues in Agricultural Policy. Agriculture Information Bulletin Number 508.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 87
NOTE- 8p.; Brief segments that use blue ink on a blue background will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Agricultural Education; *Dislocated Workers; *Employment Programs; *Farmers; Federal Aid; *Federal Programs; Job Training; *State Programs

Evolving federal, state, and local government programs are helping displaced farmers and their families make a transition to nonfarm jobs. To make a successful transition, farm families need personal support, which could include counseling, moral support, help in assessing their financial condition, and legal and technical information to help them adjust to new circumstances and make decisions in selling their farm assets. Displaced farm families need financial bridges--a source of income until they can obtain work in the nonfarm sector. They also need help to find work. Skills assessment, classroom and on-the-job training, and job search and relocation assistance can help them find new work. The main federally funded source of help is the dislocated worker programs authorized by the Job Training Partnership Act (JTPA). Displaced farmers may be eligible for still other JTPA programs. (YLB)

ED 279 884 CE 046 617

Shorthand II. Vocational Education Curriculum Guide. Business Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Feb 87
NOTE- 18p.; For Shorthand I, see CE 046 616.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; *Business Skills; Competency Based Education; Curriculum Guides; *Dictation; Job Skills; Office Occupations; *Office Occupations Education; *Shorthand; Standards
IDENTIFIERS- *Transcription

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the second course in shorthand. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into six learning outcomes. Each learning outcome is divided into one or two associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include reading fluently from homework notes and textbook plates, writing shorthand outlines, transcribing shorthand outlines, taking dictation, and transcribing unpreviewed, new material from dictation. (YLB)

Schult, Deborah G.; Schneider, Lawrence J.
Attribution of Blame toward Rape Victims.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; Higher Education; *Rape; *Sex Differences; *Student Attitudes; *Victims of Crime
IDENTIFIERS- *Blame

Public reactions to rape affect victims in a variety of ways and have implications for psychological services and legal adjudication of rape defendants. To investigate reactions to rape, 144 undergraduates were randomly assigned to a 2 (male versus female subjects) x 2 (victim with versus without rape history) x 3 (high versus medium versus low level of victim provocation) between subject design. After reading a fictional police report that manipulated rape history and victim provocation, participants completed a nine-item Rape Questionnaire concerning perceptions of the victim and assailant. The results indicated sex by provocativeness interaction and main effects for all three independent variables. Subjects attributed increasing amounts of blame to the victim as her level of provocativeness intensified. Victims with a rape history were blamed more than were victims without a rape history. Subject sex was found to influence attributions of blame. Males, more than females, appeared to ascribe to victim's acceptance of blame in proportion to her degree of provocativeness prior to the attack. Females tended to be more empathic toward victims and more accusatory of the assailant than were males. Implications of these sex differences may be significant for the rape victim. To the extent that service providers of each gender differentially ascribe to views about rape, the victim may encounter more initial acceptance from females. (NB)

ED 279 967   CG 019 776

Brown, Robert M.
Sex Education, Concerns and Attitudes.
PUB DATE- 87
NOTE- 6p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Raleigh, NC, March 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; *Grade 7; *Grade 8; Health Education; Secondary Education; *Sex Education; Sexuality; Student Attitudes
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

The general concern over an Acquired Immune Deficiency Syndrome (AIDS) epidemic and the government's need to educate and protect its citizens from this disease seem to have softened resistance to sex education in schools. The only viable defense against AIDS seems to be education, since there are no vaccines or effective treatments. Still, some parents have a legitimate concern about the presentation of sexual knowledge to their children. This study examined the effects of a 2-week sex education course taught to seventh and eighth grade students (n=92) as part of the health curriculum. The course was designed to present factual information and time was allotted for group discussions. Three instruments, administered as pre- and post-tests, were used to evaluate the course: (1) a 20-item sexual knowledge questionnaire; (2) a sexual permissiveness scale; and (3) a sexual concerns check list. A comparison of results from the pre- and post-tests showed a significant increase in sexual knowledge and lessening of sexual concerns, but no significant change in the sexual permissiveness scale. (ABL)

ED 279 981   CG 019 790

Tang, Thomas Li-Ping; Tang, Theresa Li-Na
A Correlational Study of Students' Evaluations of Faculty Performance and Their Self-Ratings in an Instructional Setting.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Higher Education; *Self Evaluation (Individuals); *Student Attitudes; *Student Behavior; *Student Evaluation of Teacher Performance; *Student Participation

Student evaluation of professors is increasingly accepted as a normal part of higher education. To examine whether students' involvements and participation in an instructional setting would be positively correlated with their evaluations of faculty performance, 66 college students were given a Likert type rating scale to rate their own behaviors in an instructional setting and to evaluate faculty performance. Eight dimensions of the instructor's performance were rated: (1) knowledge of subject matter; (2) ability to answer student questions; (3) ability to explain, demonstrate, and present material clearly; (4) ability to stimulate student interest; (5) willingness to talk with students outside of class; (6) clarity of course requirements; (7) clarity of grading criteria; and (8) knowledge gained by student in class. Correlations among student behaviors and faculty performance ratings were examined. The results showed that students' self-reported behaviors in an instructional setting were significantly correlated with their faculty evaluations. Further, 33 out of 36 intercorrelations among the eight dimensions of the instructor's performance reached significance, suggesting a strong halo effect in students' evaluations. The present results supported the notion that ratings may give a better indication of a rater's schemata than they do a ratee's actual level of performance. (NB)

ED 279 996 CS 008 669

Matthews, Dorothy, Ed.
Getting Students to Read: New Materials and Methods.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Authors; Content Area Reading; Reader Response; *Reading Instruction; Reading Interests; Reading Materials; *Reading Material Selection; *Reading Programs; Secondary Education; Sex Role; Sex Stereotypes; Sexual Identity; *Student Motivation; *Teaching Methods

Focusing on young adult reading and instruction, this issue addresses teachers' concerns about recommended recent authors and books, integrating independent reading into the reading program, and student motivation. The titles of the articles and their authors are as follows: (1) "Some YA Authors Worth Knowing, and a Few Books, Too" (Ken Donelson); (2) "The Novels of Jill Paton Walsh: Gifts for the Lords of Time" (Sue Lewis); (3) "Fantasy Made Real: Books by Robin McKinley" (Carolyn L. Powell); (4) "The Best in Fantasy and Science Fiction: A High-Interest Booklist for Young Adults" (Patricia Harper and Cynthia Helms); (5) "Appealing Nonfiction" (Norma Gardner); (6) "The Way We Will Be: The Search for Gender Identity in Young Adult Books" (Judith Rosenfeld); (7) "Increasing Sensitivity to Sex Role Stereotyping: Classroom Exercises and Discussion Questions" (Barbara Hoyt); (8) "No More Plot Summaries: Teaching Critical Focus in Independent Reading Responses" (Elizabeth McMahan); (9) "From Independent Study to Term Paper" (Patricia Geiser); (10) "'Lord of the Flies': A Cooperative Approach" (Teresa Lucie-Nietzke); (11) "Strategies to Encourage Independent Reading" (Kathy Schlatter); (12) "Oral Reading: Magic and Motivation" (Margaret E. Rinkel); (13) "Reading across the Curriculum: A Holistic Approach" (Sue Izett, Barbara Randolph, and Marion Carroll); (14) "No Man Is an Island: A Book Discussion Seminar for the Gifted" (Christine Wahl Billone); and (15) "Garden Hills Turnaround in Reading" (Phyllis Wilken). (JD)

ED 280 054 CS 210 365

Maxwell, John C.
The Time Has Come.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Apr 87
NOTE- 3p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Class Size; Elementary Secondary Education; *Faculty Workload; Teaching Conditions; *Teaching Methods; Writing Difficulties; *Writing Improvement; *Writing Instruction
IDENTIFIERS- National Assessment of Educational Progress; National Council of Teachers of English

The report by the National Assessment of Educational Progress entitled "Poor Writing Performance Blamed on Scant Writing Practice" makes it clear that little progress has been made in the improvement of students' writing. This is true in part because the conditions for teaching writing are unsatisfatory. The time has come to undertake a major series of efforts to alter public and administrative attitudes on the matter of class size, teacher load, and other circumstances that have negative effects on the teaching of writing. The headquarters staff at the National Council of Teachers of English, in cooperation with its Standing Committee on Affiliates, has been developing materials to launch public relations efforts on issues that affect the teaching of English. Research shows a need for radical reduction in class size and radically different methods of instruction. Professionals in the field of English need to speak out loudly on the issues of class size, workload, and the general conditions for teaching writing. (SRT)

ED 280 108 CS 505 558

White, Kim; DeWine, Sue
Life Cycles and Communication Satisfaction: Do "Disco Kids" Make More Satisfied Employees?
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTORS- *Adolescents; *Age; *Communication Research; Communication Skills; Cultural Influences; Employee Attitudes; Employer Employee Relationship; Individual Characteristics; *Interpersonal Relationship; *Job Satisfaction; *Organizational Communication
IDENTIFIERS- Communication Satisfaction

A study examined how age and the period of adolescence effect communication satisfaction and other organizational variables. Psychological and sociological profiles suggest that there should be differences between three age groups: "Traditionalist," individuals whose adolescence took place during the late 1950s; "New Breed," individuals whose adolescence occurred in the late 1960s; and "Disco Kids," whose adolescence was during the early 1970s. The International Communication Association National and Regional Data Bank was used as a source of demographic, communication satisfaction, job satisfaction, and information adequacy data gathered through communication audits of over 6,000 people in more than 40 organizations over a nine-year period. Analysis of variance was conducted among the three age groups on the scales measuring levels of satisfaction. Results showed significant differences between the age groups regarding satisfaction with organizational outcomes and relationships. In all cases, "New Breed" individuals appeared to be harder to satisfy in terms of their jobs and work relationships, while "Disco Kids" appeared to have a greater chance of being satisfied. The findings suggest that organizational leaders and researchers need to examine environmental factors as well as individual traits when attempting to understand what contributes to perceptions of communication and job satisfaction and information adequacy. (FL)

ED 280 135 EA 019 238

Malanowski, Rose M.; And Others
Professional Analysis Teams in Schools: A Case Study.
Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div.
PUB DATE- 20 Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
AVAILABLE FROM- Publication Sales, Organizational Analysis and Practice, Inc., 120 East Buffalo Street, Ithaca, NY 14850 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brainstorming; Case Studies; Communication Problems; Convergent Thinking; Curriculum Development; *Discussion; Elementary Secondary Education; Experimental Programs; *Participative Decision Making; *Problem Solving; Professional Autonomy; *Quality Circles; Teacher Administrator Relationship
IDENTIFIERS- New York

This paper presents a case study of the development of the Professional Analysis Team (PAT) program structured after the Quality Circle program used in industry. Modifications and innovations of the Quality Circle program are examined, and essential characteristics are outlined. The PAT program, designed to enable education professionals to use their creativity and expertise to solve problems and assume greater responsibility, creates a formal mechanism that can improve communication and increase teacher input into administrative decisions in an informal meeting setting. It is a method for overcoming the difficulties created by a system in which teaching occurs in isolated classrooms and it avoids problems associated with teachers' loss of professional autonomy. The PAT program was used, initially, in Auburn, New York. Data from this upstate school district was collected from all levels of hierarchy in four elementary, two middle, and one senior high school with a student population of 5,750. Aspects such as selecting participants, training, distribution of information, top-management commitment, and locus of authority are discussed. PAT modifications including compensation and scheduling are outlined, and outcomes of the study are given. Included are 22 references. (WTH)

ED 279 797 CE 046 456

Hilley, Robert

Automotive Frame Repairer. Vocational Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 86

NOTE- 263p.; For other manuals on automotive repair, see ED 265 419, ED 272 690, and CE 046 455.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1177: $4.00 in state, $10.00 out of state).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Auto Body Repairers; Behavioral Objectives; Classroom Techniques; *Course Content; *Job Skills; Learning Activities; Lesson Plans; *Motor Vehicles; Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Trade and Industrial Education; Transparencies; Units of Study; Vocational Education

IDENTIFIERS- Oklahoma

This curriculum guide is intended to continue students' training in the auto body trade by providing instruction in the specialty area of frame repair. It complements the other manuals that cover body repair and refinishing. Suitable for secondary, postsecondary, and adult classes, this guide is easily adaptable to open-entry, open-exit programs to allow students to progress at an individual pace. This curriculum guide contains four units with eight basic components for each unit: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period of instruction. The following skills are covered in the four units: gauge and analyze frame damage, align frame, align suspension and steering components, and replace structural panels. (KC)

ED 279 843 CE 046 514

Brill, Jay; Hartman, Rhona C.

Career Planning and Placement Strategies for Postsecondary Students with Disabilities. Revised.

American Council on Education, Washington, DC. HEATH Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 86
NOTE- 9p.; Revision of ED 238 226.
CONTRACT- 300-80-0857
GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; *Career Counseling; *Career Planning; Citations (References); *College Students; *Disabilities; Employment Interviews; Employment Programs; Job Application; *Job Placement; *Job Search Methods; Postsecondary Education; Program Descriptions; Resources; Resumes (Personal); Student College Relationship

This fact sheet is designed to be a resource for disabled students themselves and for counselors, administrators, and instructors who are involved in career planning and placement strategies for disabled persons in postsecondary academic and technical institutions. The fact sheet is organized into five sections. The Selected Campus Strategies section provides ideas currently working in postsecondary institutions that can be used by career counselors or administrators who are attempting to establish similar programs on their campuses. Programs described include the following: campus-metropolitan area public and private employer cooperation, on-campus recruiter training, cooperative education, computerized job banks, campus-vocational rehabilitation services cooperation, vocational-technical training, and nondegree programs. The second section summarizes four federal programs: the federal-state Vocational Rehabilitation partnership, the U.S. Office of Personnel Management's placement program for hiring handicapped individuals in the federal civil service, Projects with Industry, and the President's Committee on Employment of the Handicapped. The third section describes three programs with a national focus: Job Opportunities for the Blind, National Center on Employment of the Deaf, and Training and Placement Services sponsored by the Epilepsy Foundation of America. A section providing names and addresses of selected resource persons knowledgeable in the fields of career planning for disabled persons follows. The final section contains a selected and annotated bibliography listing materials for disabled job seekers, for the general audience, and for career counselors; it also includes a list of selected resource organizations. (KC)

ED 279 856 CE 046 542

Sullivan, Richard L.; Wircenski, Jerry L.
The Principal and Vocational Student Organizations.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 87
NOTE- 7p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; 2-10 copies--$.85; 11-99 copies--$.75; 100 or more--$.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Communication Skills; Leadership; National Organizations; *Principals; School Administration; Secondary Education; *Student Attitudes; *Student Organizations; Student Participation; *Vocational Education; Work Attitudes

This volume is intended to help secondary school principals see more clearly how they can strengthen the vocational programs in their schools by supporting vocational student organizations (VSOs). The eight major national organizations are described, and their addresses are provided. Ways in which administrators can provide organizational, instructional, and administrative support are recommended to help VSOs promote a positive student attitude toward the world of work, develop effective communication and leadership skills, and promote civic consciousness. Suggestions are offered for some forms that assistance can take in each of the three areas. Brief descriptions follow of the activities of a number of VSOs in various occupational fields. They illustrate ways in which these clubs help their members to learn and practice the skills and attitudes they need for successful participation in the world of work. (YLB)

ED 279 897 CE 046 663

Pay for Performance. Implementation of the Performance Management and Recognition System.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-87-28
PUB DATE- Jan 87
NOTE- 57p.
AVAILABLE FROM- U.S.General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--$2.00; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Government; *Government Employees; Incentives; *Merit Pay; *Merit Rating; *Personnel Evaluation; Personnel Policy; Program Effectiveness; Program Implementation; Public Agencies; *Recognition (Achievement); Rewards; Salaries
IDENTIFIERS- *Performance Management and Recognition System

This report describes the activities of five federal agencies as they made the transition from merit pay to the Performance Management and Recognition System (PMRS) during fiscal year 1985. It also discusses how PMRS addressed the problems identified with merit pay. In addition, the report presents information on the pay increases and performance awards provided to PMRS employees in fiscal year 1985 and discusses the initial perceptions of selected employees on PMRS operations. Some of the findings of the study are that the agencies lacked lead time in implementing the new system, that the change was difficult, that some agencies incorrectly calculated pay increases, and that continuing problems exist such as significant differences among the agencies in raises for employees with the same grade and rating and with the distribution of ratings. Employees express distrust of the performance appraisal systems and are concerned that insufficient funds are available to reward performance adequately. The General Accounting Office recommends that the formula for computing general pay increases be clarified; other recommendations were not made in this report because PMRS has been in use for only one year. (KC)

ED 279 910 CE 046 708

Norton, Robert E.
Competency-Based Education and Training: A Humanistic and Realistic Approach to Technical and Vocational Instruction. Background Paper.
PUB DATE- May 87
NOTE- 56p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Attachment F contains small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Competency Based Education; *Curriculum Development; Educational Needs; Job Skills; *Material Development; *Needs Assessment; Postsecondary Education; *Program Development; Secondary Education; Student Needs; *Vocational Education

This look at competency-based education (CBE) begins by defining competency-based training. The five essential elements are discussed--competencies, criterion-referenced evaluation, provision for individual development and evaluation, requirement of student performance, and student-paced instruction. Facilitating or supporting characteristics are listed; these are grouped into instructional and administrative characteristics. Benefits of CBE are highlighted. Focus then shifts to identification of training program needs. A suggested comprehensive vocational education program planning model is presented. Three steps are discussed in some detail: assessing individual needs and interests (including student vocational and educational interests, student needs, student abilities, and adult training and retraining needs), assessing labor market needs, and analyzing and synthesizing existing programs and services. A discussion of development of competency-based instructional materials is followed by information on occupational skill competency-testing, available test products and services, and test selection. Attachments include a CBE student-evaluation model, more specific information on program planning, a reference guide to writing student learning guides, and a CBE program evaluation checklist. (YLB)

ED 279 924 CG 019 732

Hoshmand, Lisa Tsoi
Institutional Alienation: A Phenomenological Analysis.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Colleges; Coping; *Faculty College Relationship; Higher Education; *Institutional Role; *Teacher Alienation; *Universities

There is a need for a conceptual and methodological approach which can effectively elucidate individuals' experience of problematic transactions with their institutional system, and point to a healing process. The descriptive understanding of the meaning context of the phenomenon of alienation may shed light on the actions of the individual and the processes of coping or resolution. This study, explored personal alienation from one's work institution as experienced by university faculty. Subjects (N=7) were faculty from two public universities, including two non-tenure track assistant professors, three tenure-track assistant professors, and two tenured associate professors. In-depth interviews, totaling about 6 hours, used an open-ended question format. In three cases subjects were observed in university meetings. Interview and observation data were subject to content analysis. Analysis revealed themes of alienation resembling victimization, suggesting a degree of suffering not realized by the subjects themselves. The results suggest that a conceptual and methodological focus on experience has great value in understanding the psychological impact of alienation. Institutional practices and healing interventions which utilize quality of personal experience with the institutional system as the criterion of healthy person-system transactions are needed. (ABL)

ED 279 939 CG 019 748

Chinen, Merton; And Others
Pre-Commitment Factors of Juveniles Incarcerated at the Hawaii Youth Correctional Facility--A Study of the 1974-1978 Population. Report NO. 323.
Hawaii Univ., Manoa. Youth Development & Research Center.
PUB DATE- Mar 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; *Correctional Institutions; Criminals; *Delinquency; *Delinquent Rehabilitation; Followup Studies; Juvenile Courts; *Mental Health Programs; Probationary Period; *Recidivism; Youth Problems
IDENTIFIERS- *Hawaii

"Recidivism of Discharges from the Hawaii Youth Correctional Facility--1974 to 1978" (Zych, 1984) was a research project which examined characteristics of the recidivist as a juvenile, such as sex, commitment offense, and age at commitment. A study was undertaken to supplement that research project by examining additional variables influencing recidivism of the juvenile offender. These variables included age at first referral to Family Court, agency placements used prior to commitment, the length of time spent on probation, whether or not the juvenile had been detained in the detention home prior to commitment, and the severity of a juvenile's criminal history. Subjects were 325 juveniles who were incarcerated at the Hawaii Youth Correctional Facility (HYCF) and who represented a sample of the 570 juveniles studied in the previous research project. The data on variables studied were cross-tabulated with post-HYCF recidivism behavior. The sample was examined at two levels of recidivism--arrest and conviction. The results indicated only one significant relationship between the variables and recidivism: a juvenile's placement in a mental health program displayed a high rate of recidivism by conviction. A possible explanation for this finding may stem from the fact that juveniles placed in mental health programs have been perceived to have a higher degree of mental dysfunction or sociopathic behavior, therefore having higher chances of violating the law again. (NB)

ED 280 010 CS 008 740

Sampson, Michael R.
The Effects of Instructional Cloze Lessons on the Divergent Production of Third-Grade Students.

PUB DATE- Dec 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; Cognitive Processes; *Convergent Thinking; *Divergent Thinking; Grade 3; Models; Primary Education; *Reading Instruction; Reading Research
IDENTIFIERS- *Guilford (J P); Structure of Intellect

J. P. Guilford's "structure of the intellect" provides a system that explains the intellectual abilities of students and identifies major types of productive thinking. A study was conducted to examine whether one of these types--divergent production, which focuses on responses of an individual's own creations--could be enhanced through the use of an instructional cloze procedure. Subjects were 92 third-grade students from three different schools, equally divided into control and experimental groups. Students in the experimental group received regular reading instruction with the addition of 27 instructional cloze lessons. Students in the control group received regular reading instruction with work in reading centers in lieu of the cloze instruction. A Quasi-Cloze Divergent Production Test was used as pretest and posttest. Results indicated that the divergent production of the experimental group was significantly higher than that of the control group. The findings suggest that the cloze procedure can be an effective technique in increasing the divergent production of third-grade students. (FL)

ED 280 024 CS 210 312

Newman, Dennis S.
English Education of Learning Disabled Students.
PUB DATE- 19 Jan 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Curriculum Development; English Curriculum; *English Instruction; High Schools; *Learning Disabilities; Learning Problems; *Mainstreaming; Program Administration; *Program Descriptions; *Study Skills; Teaching Methods; Writing Instruction

Focusing on English instruction for mainstreamed learning disabled (LD) high school students, this paper surveys and interprets the literature on the subject, examines specific teaching methods and student study skills that have worked in this area, and reviews the English program proposed by Daniel Fader. Specifically, sections discuss the following: (1) the success of one high school mainstreaming program in Iowa; (2) differing views on the feasibility of mainstreaming for mentally retarded students; (3) the book "Learning Disabilities: The Struggle from Adolescence toward Adulthood" by W. M. Cruikshank, W. C. Morse, and J. S. Johns; (4) the use of the mastery approach to English instruction for mainstreamed LD adolescents in public high schools; (5) the book "The Learning Disabled Adolescent: Program Alternatives in the Secondary School" by G. Marsh, and C. and B. Gearheart; (6) specific suggestions concerning curriculum modification, accommodatory teaching techniques, and particular study skills for LD adolescents; (7) recommended study skills, particularly the SQ3R technique (survey, question, read, reflect, and reread); (8) the contracting systems for maximizing motivation proposed by C. and B. Gearheart and G. Marsh; (9) the problems that LD students experience in the classroom, as they were addressed by W. M. Cruickshank, and others; (10) an article by J. Johnson and M. Newman on journal writing; (11) the books "Teaching the Learning Disabled Adolescent: Strategies and Methods" by G. Alley and D. Deshler and "Plans and the Structure of Behavior" by G. Miller, E. Galanter, and K. Pigram; and (12) the development and administration of Donald Fader's "English in Every Classroom" program. (JD)

ED 280 038 CS 210 345

Wignell, Edel, Comp.
Inviting Authors and Illustrators. PEN 59.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Authors; *Childrens Literature; *Class Activities; Elementary Education; Foreign Countries; Program Development; *School Activities; School Involvement; Writing Instruction
IDENTIFIERS- Artists in Schools Programs; Australia; Book Talks; *Illustrators; Visitors; *Writers in Schools Programs

A compendium of practical information about Australia's Writers/Illustrators in Schools programs, this booklet, compiled in consultation with authors, illustrators, and organizers, strives to smooth the way for both visitors and schools in the challenge of helping children to enjoy books and writing. Pertinent quotes from authors and artists who have participated in such programs are interspersed among the various sections and clarify the different headings. The chief tenet of the booklet is that organization and communication are the keys to a successful visit. In the first sections, aims and invitations are discussed, followed by finance and timetables in the next sections. Publicity is the subject of one extended section, subdivided into school and/or classroom visits and large events. Another expanded segment is devoted to organizing a big event--for example, a writers' week at a library rather than at a school would need early planning--and an itemized list of helpful ideas is provided. A section on a children's writing camp or workshop advises that the organization of a culminating activity (a cooperatively produced book or recordings on tape) provides a tangible record for each child and the guest writer. The booklet closes with writers' thoughts on the teaching of writing and suggestions about children's letters to favorite authors. (References for adults and for children are provided.) (NKA)

ED 280 068 CS 210 383

Lee, Valerie E.
National Assessment of Educational Progress Writing Proficiency: 1983-84 Catholic School Results and National Averages. Final Report.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 87
NOTE- 30p.; For the first report, on reading proficiency, see ED 268 483.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Catholic Schools; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Hispanic Americans; *Minority Groups; National Competency Tests; National Norms; *Public Schools; Reading Achievement; Student Characteristics; Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *National Assessment of Educational Progress

Intended to enable Catholic educators to evaluate and compare the writing progress of their students to that of the nation as a whole, this report presents writing achievement data of Catholic school students in grades 4, 8, and 11, assessed in 1983-84 by the National Assessment of Educational Progress (NAEP). A summary of the findings of the NAEP Reading Report, a complementary study, is presented and discussed in terms of a larger school-based context. The first of three sections reporting NAEP writing results presents comparisons based on the following factors in student' background: demographic characteristics, parental education, and residential location. The second section provides overall score comparisons, while the third section analyzes the writing proficiency scores in terms of grade level, school grouping, and racial/ethnic group. The major findings derived from these comparisons indicate that (1) writing scores in both types of schools are not very high, on average; (2) Catholic school students write better than the national average at all three grade levels; (3) students gain more writing skills in late elementary and middle school than they seem to during secondary school; (4) on average, girls are considerably better writers than boys in both types of schools and across all grade levels; and (5) minority students (Black and Hispanic) score considerably below White students in writing in both type of

schools. (JD)

ED 280 094 CS 505 535

Reisch, Robert J.; Ballard-Reisch, Deborah S.

Coaching Strategies in Contest Persuasive Speaking: A Guide to Coaching the Novice.

PUB DATE- 8 Nov 85

NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Debate; Higher Education; *Oral Interpretation; *Persuasive Discourse; *Public Speaking; Rhetorical Invention; Secondary Education; *Speeches; *Speech Instruction

IDENTIFIERS- *Coaching; Debate Tournaments

Forensic coaches can follow certain strategies to best instruct new recruits. The novice should be encouraged: (1) to check the particular rules for each tournament; (2) to stick with traditional oratory forms--innovation can come later; (3) to watch "60 Minutes" or the evening news--excellent sources of timely topics; (4) to avoid emotionally laden topics such as abortion or school prayer; (5) to research thoroughly each topic; (6) to use an outline--it allows the student and coach to check the logic of the speech throughout the preparation process; (7) to maintain a proper balance between logical and emotional proof; (8) to use evidence ethically (quote in context; give credit to the author); (9) to print the outline on an index card and use it instead of notes when delivering the speech; and (10) to practice extensively. Recently, a number of complaints have been raised about how persuasion and oratory are being practiced around the country. Coaches and judges can do a great deal to encourage positive change in competitive events by making sure they explore the best and most effective ways for novices to learn the ins and outs of persuasion. (Sample outlines are included, and a sample persuasive speech is appended.) (AEW)

ED 280 122 CS 505 585

Shockley-Zalabak, Pamela; Staley, Constance Courtney

Female Professionals' Organizational Behaviors, Evaluations and Outcomes: Implications for Future Research.

PUB DATE- Nov 86
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; *Employee Attitudes; Employer Employee Relationship; Goal Orientation; Occupational Surveys; *Organizational Climate; Personnel Integration; Professional Development; Professional Personnel; Promotion (Occupational); *Quality of Working Life; Sexual Identity

A set of propositions surrounding the gender issue within organizations is identified in this paper along with research propositions which have implications for future research. The paper's major thesis is that career development is best understood when work attitudes and behaviors are related to overall evaluation systems which result in organizational outcomes such as salary administration and upward mobility. First, a review of recent research on female professionals is assembled to illustrate propositions emerging from: recent studies on work attitudes and behaviors; evaluations of attitudes and behaviors by self, peers, supervisors, and subordinates; and general organizational outcomes relating to promotional progress. Hypotheses resulting from the intersections of these three major research areas are then presented to suggest a direction for future research. The paper concludes by noting that, in order to compare male and female experiences within organizations, the context of research on female professionals must be broadened both quantitatively and qualitatively. Finally, it is asserted that only when the variables which influence reactions to gender are better understood will it become easier to predict outcomes based on behaviors and evaluations. Seventeen pages of notes and references are appended. (AEW)

ED 280 148 EA 019 256

Public Elementary-Secondary School Enrollment: 50 States and the District of Columbia, Fall 1984. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-86-110h
PUB DATE- Mar 87
NOTE- 8p.; Small print in tables 3-5.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; National Surveys; *Public Schools; *School Statistics; Tables (Data)

Five tables present statistical data on enrollment in the public elementary and secondary schools of the 50 states and the District of Columbia in the fall of 1984. The introductory text notes trends observable in the data (including a national decrease in enrollment between 1983 and 1984 of 47,000 students, or 0.1 percent of the 1983 student population) and provides technical notes on the methods used by the Center for Education Statistics to obtain the data presented. The first table displays the enrollment figures for fall 1983 and fall 1984 for the eight states that experienced enrollment declines of 10,000 or more, and identifies each state's share in the national decrease. Table 2 shows similar data for the six states experiencing enrollment gains of 10,000 or more. The third table shows public school enrollment in each of the 50 states and the District of Columbia for two levels of instruction (prekindergarten through 8th grade and 9th grade through 12th grade) for fall 1983 and fall 1984. Table 4 displays each state's enrollment changes over the year at the two levels of instruction. Table 5 displays each state's enrollment at individual grade levels for fall 1984. (PGD)

ED 280 161 EA 019 270

Nelson, David; And Others
Implications of the Texas Mandate for Comprehensive Performance Appraisal.
PUB DATE- 26 Oct 86
NOTE- 35p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Washington, DC, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; *Competency Based Teacher Education; *Educational Change; Educational Legislation; Elementary Secondary Education; Incentives; Instruction; Instructional Improvement; Job Training; Merit Pay; *Personnel Evaluation; State Legislation; *Teacher Education; Teaching Experience
IDENTIFIERS- *Texas

This paper: (1) describes the recently implemented Texas plan for school reform; (2) delineates a major component of Texas reform, the career ladder. In response to a nationwide call for raised educational standards, Texas passed HB 72, a comprehensive education bill implementing a comprehensive "career ladder" model for the testing, certification, placement, and evaluation of all teachers in the state. The career ladder concept has three components: competency testing, merit pay, and performance appraisal. It is anticipated that teachers will demonstrate a knowledge of basic skills, a knowledge of subject matter, and a knowledge of pedagogy, and so experience a heightened sense of professionalism. According to HB 72, teachers are assigned to a career level based on criteria that require an objective checking system: experience, job-related education, advanced academic training, and job assignment. Performance appraisal is conducted in the classroom by a trained evaluator. The quality of teachers' performance is determined, and each teacher is placed at a career ladder level (level 2, 3, or 4), with financial incentives for each higher level. Mandated and planned changes in the induction and licensure of teachers and administrators in various states are examined. Concluding the paper are 18 references and three tables. (WTH)

ED 279 784 CE 045 055

Wolf, Mary Alice
Backwards and Forwards: An Approach to Understanding the Older Learner.
PUB DATE- 23 Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Education; *Adult Learning; Adult Students; *Age Differences; Cognitive Style; *Individual Characteristics; Intelligence; Motivation; *Older Adults; Postsecondary Education; Student Characteristics; Student Needs

At each age learning is a complex interaction of motivation, cognition, and development. In older adults, motivation is often related to a lifelong personality construct or personal meaning that an older individual will seek to play out when given the opportunity in late life. The needs of the older adult learner can be discussed in terms of Maslow's hierarchy of needs, which include physiological, safety, love and belongingness, esteem, self-actualization, knowledge and understanding, and aesthetic needs. A review of the theories of various developmentalists suggests that because older adults often have the opportunity to play out the repressed sides of their personalities for the first time and need to relive past experiences, pass their legacy to future generations, and find meaning in their lives, they may be best equipped for reminiscent learning. Studies of intelligence have suggested that there are two areas of intelligence, crystallized and fluid. The indications are that older people continue to do well in, and perhaps even improve in, the former type, which involves verbal comprehension, syllogisms, and arithemtical reasoning. Thus, older adults may very well be best equipped to make sense of things than are the members of any other age group. (MN)

ED 279 813 CE 046 474

Learning Activity Packets for Auto Mechanics II. Section B--Electrical Systems.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82

NOTE- 193p.; For related documents, see ED 156 919 and CE 046 473-476.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0116--$18.00; slides and audiotapes--$516.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Electrical Systems; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; *Motor Vehicles; Pretests Posttests; Secondary Education; *Trade and Industrial Education

Six learning activity packets (LAPs) are provided for the instructional area of electrical systems in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these six units: (1) basic electrical theory, (2) battery service, (3) starting system, (4) ignition system, (5) charging system, and (6) chassis wiring. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers). (YLB)

ED 279 829 CE 046 490

Barker, Ellen M.
Principles of Combining Two or More Therapeutic Diets.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 85
NOTE- 66p.; For related documents, see CE 046 491-492 and CE 046 494.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD 1111).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Course Descriptions; *Dietetics; *Dietitians; Food; *Food Service; Geriatrics; Inservice Education; Learning Activities; Nursing Homes; Nutrition; *Occupational Home Economics; Older Adults; Personal Care Homes; Residential Care; Staff Development; Units of Study; *Workshops
IDENTIFIERS- *Diet Therapy

This workshop unit is intended to enable workshop participants to understand the principles of combining two or more therapeutic diets and to write diet combinations. It is a revised workshop containing the "Liberalized Geriatric Diet Policies for Long-Term Care Facilities." Contents include unit and specific objectives, suggested workshop leader activities, transparency masters, information sheets (an outline of content), class assignment sheets, answers to class assignment sheets, and unit test with answer key. (YLB)

ED 279 871 CE 046 593

Economic Adjustment and Worker Dislocation in a Competitive Society. Report of the Secretary of Labor's Task Force on Economic Adjustment and Worker Dislocation.

Department of Labor, Washington, D.C.

PUB DATE- Dec 86
NOTE- 205p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Change Strategies;

*Competition; *Dislocated Workers; *Economic Factors; Government Role; Policy Formation; Private Financial Support; *Public Policy; *Reduction in Force; Relocation, Retraining
IDENTIFIERS- Private Sector

According to the Bureau of Labor Statistics (BLS), between 1981 and 1986 approximately 10.8 million persons lost jobs in a manner suggesting that the job losses would be permanent. Experienced workers with three or more years of tenure made up about 5.1 million of the total number of individuals whom BLS reports have termed "displaced workers." When such dislocation affects a large number of workers in one area, both the affected workers and their communities can be devastated. Although many employers, particularly the larger ones, appear to feel obligated to assist dislocated workers, many appear to do little, if anything, before, during, or after a mass layoff. The responses from government have also been spotty and rather narrowly focused. After examining the methods that have been adopted by other industrialized countries to facilitate the adjustment of workers dislocated by structural change, the Task Force on Economic Adjustment and Worker Dislocation concluded that the most successful dislocated worker adjustment programs are those in which employers and workers are directly involved in program design and delivery. An identifiable public agency should be available to assist dislocated workers, and linkages and coordination between public and private efforts to assist dislocated workers must be expanded. The task force formulated 10 specific recommendations for policymakers to consider in the area of worker dislocation. The document includes an extensive chart outlining federal employee protection law from 1887 to 1979. (Appendixes making up about two-thirds of the document include an evaluation of programs to assist displaced workers in foreign industrialized countries, longitudinal establishment data, BLS data, case studies, a report on private sector practices, selected references, and a dissenting view written by Richard McKenzie.) (MN)

ED 279 885 CE 046 623

Coordinated Delivery of Job Placement in Michigan. Facilitator's Handbook.

Ferris State Coll., Big Rapids, MI. Center for Occupational Education.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 86
NOTE- 121p.; For a related reference guide, see CE 046 624.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Coordination; Data Collection; Delivery Systems; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; *Job Placement; Needs Assessment; Planning; Program Development; *Program Evaluation; *Program Improvement; Questionnaires; *Research Methodology; State Surveys; *Statewide Planning
IDENTIFIERS- *Michigan

This guide is intended to serve as a tool for use in examining Michigan's existing job placement program. The job placement status study and planning process outlined in the handbook and the related materials presented have been coordinated with other assessment and planning instruments currently in use by vocational educators in Michigan. The first section discusses program components, describes an operational model, and outlines goals and objectives for coordinated job placement. Discussed next are a review and planning procedure, planning steps, and the job placement program status and planning cycle. The third section covers procedures for developing and conducting a status study and includes master, job placement personnel, administrator, guidance personnel, vocational/occupational instructor, employer, and student questionnaires. The final section describes the following steps in conducting a status study: selecting participants and assigning review numbers, sampling and random sampling, recordkeeping, designating sample sizes, assigning status study numbers, completing tally sheets, using external expertise, conducting an external team review, conducting a parent/guardian survey, selecting respondents and telephone interviewers, developing a sample script for a telephone survey, completing a facilitator's activity planning sheet, requesting information, tabulating data, and compiling a sample technical report. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legislation. (MN)

Anderson, Jeffrey M.; Theiss, John T.
Survey of Key Informants on Elder Abuse and Neglect: Report to the Texas Senate Select Subcommittee on Elder Abuse, 70th Legislative Session.
Gray Panthers of Austin, TX.
PUB DATE- 87
NOTE- 129p.; For related document, see ED 254 787.
AVAILABLE FROM- Austin Gray Panthers, 7711 West Rim Drive, Austin, TX 78731 ($12.00/copy).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Elder Abuse; *Family Violence; *Human Services; Individual Needs; *Older Adults; *Professional Personnel; Public Policy; State Surveys
IDENTIFIERS- *Texas

This document reports the findings of a study conducted for the Texas legislature to use in evaluating alternatives for dealing with elder abuse. The described study analyzed experiences with elder abuse of 1,653 Texas professionals in the fields of health and medicine, the judiciary, financial services, law enforcement, and social services. The introduction discusses the complexity of elder abuse as a public policy issue, elder abuse in Texas, the problem and possible solutions, and professional opinions about elder abuse. An overview of issues section defines abuse and neglect, examines causes of elder abuse, looks at the nature and extent of abuse, and discusses intervention and prevention issues. The survey approach, sampling, and procedures are described. A section on findings contains responses of all key informants in the areas of: (1) contact with abuse; (2) services provided; (3) services lacking; (4) perceived causes of abuse; and (5) most helpful services. Comparisons among professions are made in each of these five areas. A summary of findings notes that 769 respondents reported experiences with over 11,000 instances of elder abuse and that all professions reported relatively high exposure to unintentional neglect. Needed and helpful services such as respite for caregivers, adult protective services, social casework counseling, and home health and personal care are discussed. Appendices contain the survey instrument, findings from each of 10 professions, and a tabular summary of survey responses by profession. References, 4 figures, and 20 tables are included. (NB)

ED 279 968 CG 019 777

Dickinson, Dena; And Others
Public Health Nursing for People with AIDS.
PUB DATE- 30 Sep 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986). Only those parts of Table 2 pertinent to this document are included.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Health Services; Counseling Services;

Diseases; *Health Needs; Medical Services; *Nurses; *Public Health; *Special Health Problems
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

Individuals with Acquired Immune Deficiency Syndrome (AIDS) or AIDS-related conditions (ARC) need continual care and support, at a level which can severely tax the health resources of a community. Public health nursing should have a central role in the effective and efficient response to this devastating problem. Since the early stages of the AIDS epidemic, public health nurses have provided a variety of services to AIDS and ARC patients. A standardized care plan to assist public health nurses in those services was developed. Eleven nursing diagnoses were identified as being commonly assessed in patients with AIDS: (1) inadequate knowledge base; (2) inadequate financial, housing, and health resources; (3) disturbance of psychosocial well-being; (4) ineffective coping mechanisms; (5) death and dying/grieving; (6) increased risk of infection; (7) alteration of nutrition and fluid status; (8) deficit in pain management; (9) alteration of activity level/immobility; (10) alteration in bowel/bladder elimination problems; and (11) circulation impairment. Parts of the care plan responding to these problems include coordination of discharge planning; case management including financial and housing services as well as appropriate health care; referrals to mental health services; patient education and counseling; nutrition counseling; monitoring of neurological changes and pulmonary condition; and prevention activities. The experience, training, and professional focus of public health nursing permit it to respond to the needs of patients affected by AIDS or ARC. (ABL)

ED 280 055 CS 210 367

Langston, M. Diane

Invention Aids for Computer-Based Writing: Expanding the Horizons through Collaborative Invention.

PUB DATE- 20 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Cooperation; Elementary Secondary Education; Heuristics; *Rhetorical Invention; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Computer Invention Tools

"Cognoter(tm)" and "CB" software, two new computer-based writing tools that rely on shared texts and real-time communication among participants and support collaborative invention, have implications for invention pedagogy and research. Cognoter improves on current invention aids by combining a brainstorming tool, a graphical linking tool, and an outlining tool. An aid designed for use by groups to further the collaborative development of presentations, Cognoter can also suggest new heuristics that might become the basis for invention aids. While not explicitly oriented to supporting inventional activities, CB software essentially allows users to send each other messages in real time via a network. CB's social, conversation-based approach offers several potential benefits for invention pedagogy: (1) it provides a naturalistic setting for introducing formalized heuristics; (2) with the teachers online, the use of more advanced techniques can be demonstrated in context; and (3) new heuristics could grow out of online conversations. Collaborative tools such as Cognoter and CB may make inventional activities more explicit, and may also reveal that the inventional behavior of groups is different from that of an individual. However, researchers must be careful in interpreting the large body of data generated by these collaborative invention tools. (JD)

ED 280 081 CS 210 397

Barnhart, June E.; Sulzby, Elizabeth
How Johnny Can Write: Kindergarten Children's Uses of Emergent Writing Systems.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Developmental Stages; *Kindergarten Children; Literacy; Primary Education; *Socioeconomic Influences; Writing Readiness; *Writing Research; *Written Language
IDENTIFIERS- *Emergent Literacy; Piagetian Tasks

A study examined the developmental nature of early literacy in relation to variations in task demands, general cognitive development, and socioeconomic background. Subjects (N=32) were placed in two groups of 16 suburban Chicago kindergarten students that were designated either low income group (LIG) or high income group (HIG). The subjects, interviewed separately between March and May, were involved in four tasks: (1) writing isolated words and writing words as constituents of sentences; (2) writing a story and then rereading it; (3) three Piagetian tasks--conservation of number, seriation, and classification; and (4) the Metropolitan Readiness Test (Level II). Analyses of results were based on detailed transcriptions of the taped interviews, with two trained raters independently scoring each subject's response on each task. Task differences arrayed themselves logically from the least difference in own name and some single word dictation to the greatest difference in writing connected discourse. The results of this study support the suggestion that literacy development follows a complex pattern, even though--overall--children do progress toward conventional writing. This research uncovered subtle variations in the early patterns of literacy behaviors among children of different income levels, and these differences could hold implications for instructional issues. (Bar graphs of results are included.) (AEW)

ED 279 857 CE 046 546

Millar, Garnet W.
Entrepreneurship in the Alberta Curriculum: A Monograph.
Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Nov 86
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Education; *Educational Improvement; *Educational Needs; Education Work Relationship; *Entrepreneurship; *Evaluation Criteria; Guidelines; Models; Postsecondary Education; Program Evaluation; Secondary Education; *Small Businesses
IDENTIFIERS- *Alberta

This monograph examines concepts associated with entrepreneurship in education and presents criteria for reviewing curricular documents to determine support for entrepreneurship. The paper is organized in six sections. The first section provides an introduction and rationale for entrepreneurship education. In Section 2, definitions of entrepreneurship, entrepreneurs, and various fields of small business are advanced. Section 3 outlines the characteristics of successful entrepreneurs, while in Section 4, criteria for reviewing curricular documents to determine support for entrepreneurship are proposed. Section 5 reviews current programs and services for entrepreneurs in Alberta. It also looks at an entrepreneurship education model. In Section 6, a recommended action plan for entrepreneurship education in Alberta is proposed. References and a bibliography are included in the report. Five appendixes cover the following: (1) examples of some enterprises in five fields of small business, (2) selected definitions, (3) self-evaluation for potential entrepreneurs, (4) desirable personal characteristics of entrepreneurs, and (5) case studies of successful entrepreneurs. (KC)

ED 279 898 CE 046 678

Bhola, H. S.
Adult Literacy for Development in Zimbabwe: The Third Phase of the Revolution Examined.

PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Canadian Association of African Studies (Edmonton, Alberta, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; *Literacy Education; *Models; Politics of Education; Program Development; *Program Effectiveness; Program Implementation; *Program Improvement; Teaching Methods
IDENTIFIERS- Zimbabwe

The National Literacy Campaign of Zimbabwe was launched in July, 1983. The objectives of the campaign were to enable adults (1) to understand information about themselves, their localities, and their country; and (2) to become effective leaders and productive members of their cooperatives, village committees, management committees, and other organizations to which they might belong. The campaign was aimed at all illiterate people outside formal schools. The campaign was planned by the Ministry of Education and Culture, which made contributions through production of materials, training, and evaluation, and by the Ministry of Community Development and Women's Affairs through its community development workers. A curriculum was developed, and posters and an instructional kit for tutors were created. Classes typically meet three times a week for two hours, and adult learners usually stay 6 to 18 months in their learning groups. Evaluations of the Zimbabwean National Literacy Campaign showed that some progress had been made, but that more women than men were involved, and some ideological corrections should be made. A model is proposed to describe the relationship between a nation's political culture and the literacy promotion strategy that a nation would normally choose. Although the literacy campaign in Zimbabwe had lofty goals, the economic development of the nation may not be ready for universal literacy. However, there is no reason why economic development and literacy development cannot grow together. (KC)

ED 279 911 CE 046 712

Issues and Recommendations of the New Jersey Vocational Education Basic Skills Commission.

Cape May County Vocational Schools, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Oct 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Credits; *Curriculum Development; Educational Needs; Graduation Requirements; High Schools; Needs Assessment; *Program Improvement; Regional Schools; Remedial Instruction; Secondary Education; *Statewide Planning; *Teacher Role; *Vocational Education; Vocational Schools
IDENTIFIERS- *New Jersey

The New Jersey Vocational Education Basic Skills Commission was formed to examine issues related to preparing students to pass the state's High School Proficiency Test (HSPT), which must be passed by both academic and vocational students before they can graduate from high school. The commission decided that vocational teachers should have no additional involvement in providing remedial instruction to students failing the HSPT; rather, a basic skills class should be required in lieu of academic electives. Vocational schools should provide separate remediation classes and should allow sending schools to meet the general academic requirements. Students who fail the HSPT and who select a vocational program should be scheduled for a summer program following the ninth grade. In addition, basic skills should be infused into all vocational-technical programs to help students continue to develop and use basic skills. Sending schools must provide the best possible education from grades K through 12 as well as any remediation required to help students enrolled in shared time vocational schools to meet graduation requirements. Full-time vocational schools should provide students failing the HSPT help in obtaining the necessary basic skills instruction by replacing academic electives with a basic skills class, modifying academic courses, and modifying exploratory courses. A team of basic skills teachers from sending schools should work with vocational teachers to infuse basic skills into vocational courses through a competency-based program. (A report describing the project during which the six position papers were developed is included along with the actual papers and an executive summary of their main points.) (MN)

ED 279 925 CG 019 733

Grottkau, Beverly Jean
Bridging the Gap: A Pilot Program for the Nontraditional Student.
PUB DATE- Dec 85
NOTE- 166p.; A Handbook supplemental to the thesis entitled "The Effects of a Group Counseling Intervention on Self-Concept, Self-Esteem, Anxiety and Grade Point Average of Female Nontraditional Students," Ph.D. Dissertation, University of Wisconsin-Milwaukee.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assertiveness; Cognitive Development; *College Preparation; College Students; *Group Counseling; Higher Education; *Nontraditional Students; *Self Concept; Self Esteem; *Transitional Programs

This document presents the curriculum for a pilot program for nontraditional students, held concurrently with a 13-week Medical Assistant Program, designed as a bridge into academic life. It notes that the program and its cognitive group counseling methodology are designed to strengthen the personal identity of students and to help them develop assertiveness skills and a sense of independence which will maximize their potential for academic success. The handbook briefly describes the program rationale; special features of the pilot program; program overview; pilot program goals; pilot program objectives; curricular units and objectives of the pilot program; evaluation procedures; and a pilot program curriculum outline, clinician's narrative, and researcher's validation of instructional intent and comments. It presents each of the program's 22 sessions in separate sections which list the session's objective, curriculum outline, primary sources of instruction, clinician's narrative, and researcher's validation of instructional intent and comments. References are included; relevant materials, inventories, and a program evaluation form are appended. (NB)

ED 279 940 CG 019 749

Fisher, Millard J.; Ozaki, Roger H.
A Comprehensive Wellness Program for International Students.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adjustment (to Environment); College Students; *Eating Habits; *Foreign Student Advisers; *Foreign Students; Higher Education; Models; *Physical Health; Prevention; *Self Care Skills; *Student Adjustment
IDENTIFIERS- *Wellness

This document presents a model wellness program for international college students in the United States and strategies to aid them in staying healthy during their stay. It notes that, without parents or other support groups, international students run the risk of developing serious health problems because of inadequate diet and sleep, substandard housing conditions, culture shock, or academic concerns. The wellness model is divided into several sections: (1) physical health; (2) diet; (3) weight control; (4) smoking; (5) drug and alcohol use; (6) dental health; (7) care of the eyes and ears; and (8) care of the skin and hair. For each of these sections, strategies are presented to assist the international student in developing healthful techniques. The model includes examples of exercise and recreational activities; sample menus of nutritious meals; charts of ideal body weights; hints to stop smoking; sources of treatment for alcoholism; drug charts; and lists of common disorders of the eyes, ears, skin, and hair. It is concluded that a wellness plan can give international students a chance to prevent major physical and mental adjustment problems while in the United States and it is recommended that international student advisers should emphasize healthful habits to the international student. (NB)

ED 279 982 CG 019 791

Tang, Thomas Li-Ping

Effects of Type A Personality and Leisure Ethic on Chinese College Students' Leisure Activities and Academic Performance.

PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Foreign Countries; Higher Education; *Leisure Time; *Personality Traits; *Student Attitudes; *Time Management
IDENTIFIERS- *Taiwan; *Type A Behavior; Type B Behavior

In an earlier laboratory experiment using university students in the United States, Tang and Baumeister (1984) examined the effects of the Leisure Ethic, Type A personality, and task labels on subjects' task performance. The results showed that the interaction between Leisure Ethic endorsement and task label was significant among Type A coronary-prone subjects, but was not significant among Type B subjects. Reported in this document is a study conducted to replicate the 1984 study, using a sample of university students (N=58) in Taiwan, Republic of China. Chinese college students were classified as either Type A or Type B, and as either high or low Leisure Ethic, based on the median-split in their scores on Type A and Leisure Ethic measures. The results suggested that high Leisure Ethic subjects had significantly higher reported frequencies of going to movies and live concerts than had low Leisure Ethic subjects. Type As had a significantly higher rate of going to live concerts than had Type Bs. Type As with a high Leisure Ethic endorsement attended more live concerts than the average of the other three groups. Type As with a low Leisure Ethic had a significantly better total academic performance than the average of the other three groups. For Type Bs, the results failed to reach significance. The results of Tang and Baumeister's 1984 study were replicated in the present study. (NB)

ED 279 997 CS 008 681

Miller, Becky Iden
Parental Involvement Effects Reading Achievement of First, Second, and Third Graders.
PUB DATE- Nov 86
NOTE- 43p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Family Environment; Meta Analysis; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; Primary Education; *Reading Achievement; Reading Habits; *Reading Improvement; Reading Research

A review of research data focused on the effects of parental involvement on children's reading achievement and ways in which parents can help promote children's reading achievement. The review included 35 studies (which are briefly summarized) of (1) parents' attitudes about their involvement in their child's education, (2) the positive effects of parent/teacher interaction on children's reading achievement, (3) parental practices at home that influence children's reading achievement, (4) the effects of parental involvement in the classroom on children's reading achievement, and (5) ways to educate parents about guiding their children in effective reading activities. Results of the review indicated that children's achievement can be increased through parental involvement and parent/teacher interaction. Parent attitude surveys revealed that most parents want to be involved in their children's education. Reading to children and listening to them read for 10 minutes daily were found to be the most significant ways parents could increase their children's reading achievement. Findings also indicated that parents can also affect children's achievement by playing educational games, going to the library, and viewing educational television programs with them. Results showed that educating parents to guide their children's reading at home often increases children's reading achievement. (Lists of recommendations for parents and teachers are included, as well as a four-page bibliography.) (JD)

Anthony, Helene M.; Raphael, Taffy E.
Using Questioning Strategies to Promote Students' Active Comprehension of Content Area Material. Occasional Paper No. 109.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- IRT-OP-109
PUB DATE- Jan 87
NOTE- 44p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Reading; *Questioning Techniques; Reader Response; *Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; Secondary Education; Teacher Role; Teacher Student Relationship; Teaching Methods

To explore how instruction in questioning can enhance teachers' use of questions that promote comprehension and how teachers' instruction of students in such strategies can enhance their ability to comprehend content area texts independently, this paper looks at prereading, during-reading, and postreading questioning activities. The first major section of the paper discusses two kinds of conceptual knowledge involved in the comprehension of expository prose: text structure knowledge and knowledge of text processing strategies. The second section of the paper looks at the kinds of questioning strategies that have been effective in developing students' comprehension of expository text. Specifically, it uses a reading lesson as a framework for discussing questions used in the prereading, during-reading, and postreading stages of the lesson. The third section of the paper examines the instructional methods that contribute to students' independent use of questioning strategies: (1) direct explanation and modeling, (2) guided practice, and (3) question answer relationships. The paper concludes by noting that the quantity of research focusing on questioning underscores the pervasiveness of questioning strategies in the classroom. (A six-page list of references is provided.) (FL)

ED 280 039 CS 210 347

Olson, Betty; Levy, Tedd
The Noblest of Thoughts: Literature and American History.
Connecticut Humanities Council, the State Committee of the National Endowment for the Humanities.

PUB DATE- 87
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Authors; Characterization; Colonial History (United States); *Humanities Instruction; Imagery; Land Settlement; *Literary Criticism; Literary Devices; Literary History; *Literature Appreciation; Nineteenth Century Literature; Novels; Poetry; Secondary Education; Seventeenth Century Literature; *United States History; *United States Literature
IDENTIFIERS- Bradford (William); Dickinson (Emily); Huckleberry Finn; Melville (Herman); Moby Dick; *New England; Stowe (Harriet Beecher); Thoreau (Henry David); Tom Sawyer; Transcendentalism; Twain (Mark); Uncle Toms Cabin; Walden

Drawing on the literary heritage of New England, this collection of articles highlights the works of six different authors spanning the early English settlements to the post-Civil War period. Originally presented at six seminars for teachers and designed to feature humanities in Connecticut schools, the articles and their authors are as follows: (1) "William Bradford's 'Plymouth Plantation': Puritans, Indians and the Wilderness" (Lawrence J. Kazura); (2) "'Walden' and Civil Disobedience" (David Curtis); (3) "Ishmael, Ahab, and the White Whale" from Herman Melville's "Moby Dick" (Leonard Engel); (4) "Harriet Beecher Stowe: 'Uncle Tom's Cabin': A Reconsideration for Our Time" (Jordon Pecile); (5) "Privileged and Imperiled Youth: Huck Finn and Mark Twain Resist Adulthood" (Thomas Grant); and (6) "Emily Dickinson: Implications of Time and Place" (Judith Davis Miller). (Most of the articles include bibliographies. A list of related classroom activities and a resource inventory are appended.) (NKA)

ED 280 069 CS 210 384

Buckley, William K.
The Rise of the Corporate Mind in Composition Teaching.
PUB DATE- May 86
NOTE- 13p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Critical Thinking; Curriculum Development; Curriculum Evaluation; Economic Factors; Educational Objectives; *English Instruction; Fused Curriculum; Higher Education; Literacy; *Literature; Reading Writing Relationship; Service Occupations; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Technological Demands

Most discussions concerning whether literature should be taught in the composition classroom have concentrated on the pedagogical theories of learning how to write, instead of the economic and political reasons for the initial separation of the two disciplines. To help make people more employable in the rising service economy universities have abandoned literature for the skill-oriented classroom, thus fostering an attack on critical thinking at the very moment that critical thought is most needed. Rather than the manufactured split between literature and composition, it is the "technicization" of education that divides the various university camps. Today, literacy means the ability to adjust to an economy that demands nothing but simple communication to further efficient roles. Current composition programs and "computer literacy" programs are simply more of the same factory service programs designed a century ago to retrain someone to fit efficiently back into a job that may again be eliminated. The pure composition class is a logical extension of technology because it socializes the writer and helps him or her consume, while literature disrupts the purposes of technology, allowing the reader to see beneath the smooth surface of technical functions. If literature cannot be included in composition class, then other approaches can be used, such as (1) a reader or anthology that offers complex ideas, (2) emphasis on the argument paper, (3) helping students feel the "slow pace" of critical thought, and (4) a long hard look at how economies are structuring society. (NKA)

ED 280 095 CS 505 537

Zimmermann, Stephanie
The Return to Messages: Perspectives on Discourse Analysis and Conversational Coherence.
PUB DATE- Apr 87
NOTE- 49p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codification; *Coherence; Communication (Thought Transfer); *Communication Research; *Cooperation; *Coordination; *Discourse Analysis; Interpersonal Communication; Models; Research Opportunities
IDENTIFIERS- *Conversation

Focusing on the increasing attention of communication scholars to the production of conversation, this paper outlines three broad perspectives on discourse analysis: (1) codification, which involves discrete categorizing of discourse and includes work in speech act theory, traditional interaction analysis, and message strategies; (2) coordination, which requires a search for mechanisms that coordinate conversation exchanges and focus on the structure of discourse, cognitive rules, and resource exchange models of discourse; and (3) cooperation, which views communicators as active, goal seeking agents in understanding the production of conversation and is concerned with cooperative dialogue and contexts for conversation. The historical development of each perspective is sketched, and within each one of these some theoretical approaches concerned with conversational coherence are discussed. In addition, each perspective is examined in terms of the felicity conditions suggested by W. Pearce and V. Cronen, who argue that a theory should be evaluated on the basis of its utility. The paper's analysis of codification, coordination, and cooperative models reveals critical issues and important differences in various scholars' conceptualizations of conversation. The utility of the cooperative perspective in examining the accomplishment of coherent discourse is demonstrated. Suggestions for future directions in message analysis and researching conversational coherence are offered. (Seven pages of references are provided). (JD)

ED 280 109 CS 505 560

Forst, Edmund, Jr.; Beatty, Michael J.
Androgyny as a Predictor of Disclosure to Parents.
PUB DATE- May 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; *Communication Research; Interaction; *Interpersonal Communication; Mental Health; *Parent Child Relationship; Parent Influence; Personality Traits; Predictor Variables; Self Concept; *Self Disclosure (Individuals); Self Expression; Sex Differences; *Sex Role; Undergraduate Students
IDENTIFIERS- Psychological Gender

A study proposed a predictive model to explain self-disclosure to parents based on biological sex of subject and perceived psychological sex typing of the parent. It was hypothesized that: (1) the linear combination of biological sex type of subject and subjects perception of mother (psychological scores) would significantly predict self-disclosure scores to an individual's mother, and (2) the linear combination of biological sex type and perception of father (psychological score) would significantly predict self-disclosure scores to an individual's father. Subjects, 184 undergraduate students, completed two scales, Jourard's Self-Disclosure Scale (JSDQ 60) and the revised Bem's Sex-Role Inventory (BSRI), in response to a target parent, either father or mother. Results suggest that a two-variable predictive model of disclosure to parents can be developed based on biological sex of subject and perceived psychological sex typing of the parent. In Model 1, biological sex of the discloser and both feminine and masculine traits of the mother accounted for some of the variance in self-disclosure scores, indicating that biological sex is influential in disclosure to the mother. Findings for Model 2 indicate that the perceived psychological sex type of the father accounted for a quarter of the variance in self-disclosure scores, suggesting that biological sex does not significantly influence disclosure to an individual's father. Although biological and perceived psychological sex typing cannot account for 100% of the variance in self-disclosure scores, the present study demonstrates a statistically significant theoretical relationship to self-disclosure actually experienced in communication between parent and child. (NKA)

ED 280 123 CS 505 586

Curtis, Dan B.
Issues in Teaching Communication Training and Development Courses.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Skills; Course Content; Curriculum Development; *Education Work Relationship; Higher Education; *Organizational Communication; Professional Development; Professional Training; *Speech Communication; *Speech Instruction; Student Needs; Teacher Education; *Training Methods
IDENTIFIERS- *Industry Needs; *Professional Issues

Noting the rapid increase in the training needs of industry, this paper argues that speech communication graduates with a strong background in organizational communication can meet those needs. Following a brief discussion of the need for university speech communication departments to develop communication training courses, the paper identifies and discusses eight issues in teaching such courses, then offers ways to resolve the issues. The issues discussed are as follows: (1) Are speech communication educators shifting their mission from research and education to training or trade? (2) Are trainers and training techniques "fads or frills" that will disappear during economically troubled times or in a more enlightened age? (3) Is there any real difference between training and teaching? (4) Can speech communication graduates really be prepared to adapt to a business environment? (5) Are speech communication educators qualified to teach courses in communication training and development? (6) Should faculty and students of communication training and development classes be involved in in-house and out-of-house consulting and development training while affiliated with their educational institution? (7) What should be the content of a communication training course? and (8) Where does such a course fit into the curriculum? Appendixes contain descriptions of 15 key training and development roles, a syllabus for a course in communication training, and a list of trainer competencies. (FL)

ED 280 136 EA 019 239

Daresh, John C.
The Highest Hurdles for the First Year Principal.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; Employee Assistance Programs; Instructional Leadership; Interpersonal Competence; *Occupational Information; *Principals; *Role Perception; School Supervision; Social Behavior; *Socialization

Socialization of the new principal is becoming an increasingly important issue calling for serious attention by practitioners, researchers, and educational policymakers. This paper attempts to contribute additional insight into the ways in which beginning school principals become socialized in their new school settings and the ways in which they are initiated into their roles. Findings are presented from a recently completed study of the major successes and problems encountered by public school principals during the first years on the job--specifically, their frustrations about being unable to do their jobs effectively due to insufficient preparation to achieve success. Major categories of concern requiring support include: problems with role clarification; limitations on technical expertise in dealing with procedural issues and interpersonal relations skills; and socialization in the profession and in individual school systems. A series of recommendations is given for modifying current principal preparation programs and induction strategies so that socialization in the role of the school building administrator may be less traumatic. An appendix relates supporting data, and 31 references are included. (WTH)

ED 280 149 EA 019 257

Implementing School Improvement Plans: A Directory of Research-Based Tools.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 87

NOTE- 152p.

CONTRACT- 400-86-0005

AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($7.50 plus $2.00 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Annotated Bibliographies; Cooperative Planning; Decision Making; Educational Change; Educational Planning; Elementary Secondary Education; Evaluation Criteria; Guides; *Improvement Programs; Participative Decision Making; *Program Development; *Program Implementation; Resource Allocation; Resource Materials; Teamwork

This annotated directory provides practitioners and service providers with references to existing programs, tools, and resources that school improvement teams may use to design and implement projects. The directory draws on a variety of products developed or used by state departments of education, school districts, regional educational laboratories, universities, and other organizations. Part 1, "Implementation Considerations for School Improvement Planners," presents a discussion of the elements of implementing school improvement programs; lists cautions for improvement planners; and provides selected references on initiation, implementation, and institutionalization of educational change efforts. "Descriptions of School Improvement Resources," part 2, contains descriptions of programs, tools, and resources for implementing improvement programs. Materials selected for review illustrate practical methods of forming and maintaining improvement teams, planning and conducting committee meetings, determining priorities, achieving consensus, writing action plans, publicizing program goals, assessing readiness, using outside consultants, monitoring performance, and evaluating improvement programs. Each program, tool, or resource (each presented on a separate page) lists title, author, cost, contact information, description and purpose, and (where pertinent) materials included. Part 3, a bibliography, contains three indices: a listing by author and title of material reviewed; a categorical quick guide to the use of the material in implementation; and a reference to entries by topic. A four-page bibliography of materials reviewed is included. (CJH)

ED 279 798 CE 046 457

Spann, Margaret; And Others
English II. Revised.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 83
NOTE- 797p.; For English I, see ED 228 476.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 1012--$25.00).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; *Business English; Daily Living Skills; *Disabilities; *Educationally Disadvantaged; *English for Special Purposes; Form Classes (Languages); Individual Development; Job Application; *Language Skills; Library Skills; Newspapers; Secondary Education; Telephone Usage Instruction; *Vocational Education; Writing Skills

This manual is intended to enable academically disadvantaged and disabled youth to acquire basic communications and English skills while also acquiring a salable vocational skill. The following topics are covered in the individual units: related vocational information (abbreviations); related vocational skills (job search, job application forms, and job interviews); personal development (literature and attitudes); writing skills (subject/verb agreement, complements, commas, paragraphs, and composition); parts of speech (adjectives and adverbs); library skills; practical usage (usage, roots, and prefixes and suffixes); and life skills (writing a business letter, addressing envelopes, using the telephone, using a newspaper, and banking). The manual includes 8 sections and 22 instructional units. Each unit contains performance objectives,

suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests and assignment sheets. Depending on the specific objectives of a given unit, it may or may not include transparency masters, assignment sheets, and job sheets. (MN)

ED 279 814 CE 046 475

Learning Activity Packets for Auto Mechanics II. Section C--Drive Train.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
NOTE- 130p.; For related documents, see ED 156 919 and CE 046 473-476.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0117--$10.00; slides and audiotapes--$336.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; *Motor Vehicles; Pretests Posttests; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Drive Trains (Automative)

Five learning activity packets (LAPs) are provided for the instructional area of drive train in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these five units: (1) clutch assembly, (2) standard transmission, (3) drive lines, (4) rear axle, and (5) automatic transmission service. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers). (YLB)

ED 279 844 CE 046 515

Hale, Charles; Davis, Robert C.
Health Education Training Needs Assessment for CPHU Nurses.
PUB DATE- 6 Jun 84
NOTE- 23p.; Paper presented at the Annual Institute of the American Rural Health Association (8th, Orlando, FL, June 6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Health Services; *Educational Needs; *Health Education; Needs Assessment; *Nurses; *Nursing Education; Postsecondary Education; Prevention; *Professional Continuing Education; Program Effectiveness; Program Implementation; *Public Health; Risk
IDENTIFIERS- *Florida

In the autumn of 1983, a study was conducted of the needs of county public health unit (CPHU) nurses in Florida for additional training in health education. Questionnaires were developed and mailed to 136 persons, with a return rate of 68 percent. Most of the respondents were white female registered nurses with a mean age of 44 years, who were graduates of three year nursing programs or community colleges. Data were collected and analyzed to yield the following conclusions: (1) health education risk reduction skills training was needed; (2) a training plan needed to be developed to include patient counseling skills, small group instruction techniques, diabetes education, nutrition education, maternal health risk reduction, child abuse, and interpersonal communication techniques; (3) district-wide conferences should be organized on domestic violence and physical fitness, nutrition, and health; and (4) health education methods training should precede other health education-risk reduction training when possible. Using these results, a training plan was developed and implemented at five training sites. Six training courses and four special interest courses were developed and taught by guest instructors at several training sites. Most of the CPHU nurses have received training, and most have rated the courses as very helpful. Changes in attitude and the application of learned skills were to be measured by the re-administration of the survey in March 1985. (KC)

ED 280 025 CS 210 313

Karolides, Nicholas J., Ed.; Quinn, Laura, Ed.
Women's Literature.
Wisconsin Council of Teachers of English.
PUB DATE- Apr 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Authors; Autobiographies; Characterization; English Literature; *Females; *Feminism; Higher Education; Language Usage; *Literary Criticism; *Literary Devices; Literature Appreciation; Secondary Education; Sex Bias; Sex Differences; Sex Stereotypes; Social History; United States Literature; *Womens Studies
IDENTIFIERS- Donne (John); Feminist Criticism; Gilman (Charlotte Perkins); Sexist Attitudes toward Women; *Womens Literature

The articles in this focused journal issue discuss women authors and examine female images in English and American literature. The titles of the articles and their authors are as follows: (1) "Margaret Fuller and Charlotte Perkins Gilman: Rhetoric and the Shape of Learning" (Susan Lundvall Brodie); (2) "Feminist Psychology through Feminist Literature" (Richard Morehouse); (3) "John Donne and the Countess of Huntingdon: The Transformation of Renaissance Woman" (George Klawitter); (4) "Women Working: Images in American Literature" (Julia Hornbastel); (5) "Teaching 'Women's Literature'" (Diane Long Hoeveler); (6) "Male-Female Relationships in Literature" (Kathy White); and (7) "Selected Bibliography: Guidelines for Nonsexist Language" (Laura Gintz Jasper); and (8) "Book Reviews" by Laura Quinn and Nicholas J. Karolides). (References are listed for most articles.) (NKA)

ED 280 162 EA 019 271

Wagemaker, H.
Maori and Pakeha School Performance: The Challenge for Educational Policy and Research.
PUB DATE- Mar 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; *Cross Cultural Studies; Cultural Differences; Curriculum Enrichment; Educational Research; Elementary Secondary Education; *Equal Education; *Ethnic Groups; *Ethnic Relations; Foreign Countries; Intercultural Programs; *Multicultural Education; Social Differences; Social Integration
IDENTIFIERS- *Maori (People); *New Zealand

It is suggested that significant differences remain between ethnic groups in New Zealand, specifically the Maori and the non-Maori, or "Pakeha" (a term used by the Maori for New Zealanders of European descent), in terms of educational achievement. This gap exists despite emphasis placed on education as a means of reducing social inequality. These differences, when combined with similar disparities in other social indicators such as life expectancy, employment, and composition of prison populations, pose a significant challenge to the belief in equality, social justice, and the potential attainment and maintenance of social harmony. Statistics reveal that over one-half of Maori students who took School Certificate examinations received grades below that required to proceed, whereas only 26.5 percent of non-Maori received a similar grade. Access to and progress through schools has been changed significantly due to curriculum modifications, and greater attention is being paid to Maori language and culture; yet, educational disparities continue. The development of: (1) educational programs aimed at the remediation of educational disadvantage and (2) research that seeks to discover clues to avoid entrenching educational disadvantage continue to be of the greatest importance. Efforts will be needed in other public sectors such as health and justice and the wider community if major changes are to result. Concluding the paper are 3 tables and 16 references. (WTH)

ED 279 785 CE 045 948

Katus, J., Ed.; Toth, Janos, Ed.
On Adult Education and Public Information in Hungary and the Netherlands. Papers of the 1984 Hungarian-Dutch Symposium on Adult Education and Public Information.
National Centre for Culture, Budapest (Hungary).
PUB DATE- 85
NOTE- 171p.
AVAILABLE FROM- National Centre for Culture, Budapest Corvin ter 8, H-1252, Hungary.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Andragogy; Community Education; *Community Involvement; Cultural Education; Educational Planning; Foreign Countries; Government Publications; *Mass Media; *Political Issues
IDENTIFIERS- *Hungary; *Netherlands; Public Information

Twelve papers are presented from the 1984 Hungarian-Dutch symposium on adult education and public information. Titles and authors include "The Situation of Mental Health in Hungary" (Katalin Fodor, Jozsef Gerevich); "Andragology in the Netherlands" (B. van Gent); "Needs in Local Planning for Adult Education: Experiences in the Netherlands" (Barry Hake); "The Contribution of Socio-Cultural Animation to an Innovative Society" (Laszlo Harangi); "Practices in Community Media" (Erik Kats, Folke Glastra); "On Government Information in the Netherlands" (J. Katus); "Cultural Enterprises, or New Ways of Popularizing Natural Science" (Vilmos Kiszel); "Contradictions of Socio-cultural Animation and Adult Education in Hungary" (Andor Maroti); "Adult Education and the Trade Unions" (Laszlo Maroti); "Influence of Emotions on the Planning and Decision-Making Process of Declining Organisations" (L. A. Staallekker); "Elements of Renewal in Hungarian Public Education of the Past Ten Years" (Janos Toth); and "A Village Experiment in Hungary (Siomente Experiment)" (Csaba Varga). Appendixes contain vitae of authors and a selected bibliography of Dutch and Hungarian comparative literature on adult education and public information. (YLB)

ED 279 830 CE 046 491

Kimmel, Georgia

New Approaches to Planning Diabetic Diets Workshop.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 76p.; For related documents, see CE 046 490-492 and CE 046 494.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Course Descriptions; *Diabetes; *Dietetics; *Dietitians; Food; *Food Service; Inservice Education; Learning Activities; Nutrition; *Occupational Home Economics; Staff Development; Transparencies; *Workshops

IDENTIFIERS- *Diet Therapy

Instructional materials are provided for a workshop to enable participants to educate patients and food service staff regarding diabetic diets, incorporating current therapeutic recommendations and allowing variation and flexibility. Representative topics are facts about diabetes mellitus, high risk groups, symptoms, treatment and goals of diet therapy, types of diabetic diets, medications used in its treatment, the food exchange system, sugar substitutes, nutrition label and nutrition label exchanges, and converting a recipe to exchanges. An instructor's guide lists workshop activities and a workshop outline with suggestions for instructor activities. Other contents include information sheets for participants, transparency masters, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

ED 279 872 CE 046 595

Taylor, Barbara
Achieving Common Expectations for Overall Goals amid Diversity among Cooperative Extension Faculty.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Faculty; *Expectation; *Extension Education; Organizational Change; *Organizational Development; *Organizational Objectives; Postsecondary Education; *Statewide Planning; *Teacher Attitudes
IDENTIFIERS- *Florida

As a part of the initial phase of a strategic planning effort for the development of Florida's 1988 through 1991 long-range cooperative extension program, an effort was initiated to achieve common expectations for overall organizational mission and purpose among diverse cooperative extension faculty. The unification effort included the following five phases: a state conference focusing on environmental scanning and the extension's organizational mission and capabilities, program area conferences focusing on state and national trends and issues related to the program area, district conferences with all county faculty reviewing county situational analysis and problems identified, regional work sessions to design programs and develop plans of work through agent/specialist design teams, and development of promotional strategies for county and state programs. The 510 persons who attended the statewide conference were organized into 20 different working groups of about 25 persons per group. A followup questionnaire mailed out about a month after the conference indicated that the majority of both the county and state extension faculty who attended had approached the task with diverse and often conflicting interests. After working through the group process, however, they began to reach a common understanding of the extension service's mission and purpose. All four of Kotler's predicted organizational responses to change (denial, opposition, modification, and relocation) could be seen as the groups worked through the tasks assigned them. Feedback obtained after the conference indicated that the majority of participants left it with a renewed sense of purpose and with a desire to move to the subsequent phases of the state planning effort. (MN)

ED 279 926 CG 019 734

Potts, Frank L.
Finding the Right Therapist.
REPORT NO.- ISBN-0-929113-001
PUB DATE- 83
NOTE- 84p.
AVAILABLE FROM- Seal Publications Ltd., P.O. Box 3330, Station 'B', Fredericton, New Brunswick, Canada E3A 4V9 ($5.00 plus $1.00 postage and handling, discount on quantity purchases).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Characteristics; Counselor Qualifications; *Decision Making; *Drug Use; *Individual Needs; *Psychotherapy; *Therapists

This handbook was written from a natural, non-drug oriented approach to psychotherapy and counseling and is intended to help individuals in selecting a therapist. The role of counseling and psychotherapy is described, possible benefits from therapy are listed, and characteristics of good therapists are considered. Developing a list of potential therapists, making initial contact with a potential therapist, and a first interview with a therapist are described. One chapter presents brief case examples to illustrate the range of work that can be done by therapists. Other chapters examine the uses and abuses of drugs and list questions and answers about therapy. (NB)

ED 279 941 CG 019 750

Ediger, Marlow
School Dropouts, Absenteeism, and Tardiness.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Antisocial Behavior; Attendance; *Dropout Characteristics; Dropout Prevention; Drug Abuse; *Educational Diagnosis; Elementary Secondary Education; Family Problems; *High Risk Students; *Potential Dropouts; Pregnancy; School Counseling; *School Responsibility; *Student Evaluation

When students are tardy or absent, or when they drop out of school, sequential learning cannot occur, subject matter and skills cannot be developed, and much student talent is wasted. At-risk students identified in the school setting include those exhibiting signs of alcohol consumption, drug abuse, or antisocial behavior. These students need assistance to overcome their problems and to achieve in school. When counseling in the school setting is not sufficient, these students need to be referred to appropriate services in the community. For some high school students, the immediate earnings from employment seem more significant than staying in school. These students need courses in vocational education and assistance to help them develop positive attitudes toward education, perceive alternatives to dropping out, and realize the worth of long-term goals. Pregnant teenage girls, also at risk of dropping out, need counseling services to help them obtain their diplomas, learn job skills, and cope with their situations. Family situations, such as cultural differences between values taught at home and at school, separation, divorce, or a parent's loss of employment, can put students at risk of dropping out. School personnel need to determine causes of tardiness, absenteeism, and dropping out, and to provide necessary remediation. (NB)

ED 279 955 CG 019 764

Procedures for Identifying Problem Drinkers: A Screening and Assessment Package for Courts and Treatment Agencies. A Self-Instructional Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

REPORT NO.- DOT-HS-806-988
PUB DATE- Jan 86
NOTE- 262p.; Seventeen transparent test-scoring templates that cannot be reproduced appear in printed form on pages 244-261.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcoholic Beverages; Alcoholism; *Clinical Diagnosis; *Drinking; Evaluation Methods; *Identification; *Independent Study; Scores; Study Guides; *Testing; Test Interpretation; Test Manuals; *Test Results
IDENTIFIERS- *Procedures for Identifying Problem Drinkers

This document presents a self-instructional guide to train individuals in the use of the Procedures for Identifying Problem Drinkers (PIPD), a screening and assessment package designed to determine the existence and degree of a drinking problem. The guide was developed for use in pre-sentence investigations, but is easily adaptable to other contexts. It is intended for use by individuals studying it alone, but it can also be used to train small groups or to inform nontraining audiences. A 15-step administrator's guide is provided for persons using the document to train others; a "how to use this guide" section is provided for individual users. The guide is divided into eight sections, each with a different objective. Section I provides an overview of the PIPD and what it is intended to do. Sections II through VII train the reader in how to use the PIPD; how to administer, score, record, and interpret the results of the PIPD; and how to recommend treatment based on the results. Each section deals with a different procedure: (1) questionnaire; (2) interview; (3) tally sheet of critical records; (4) treatment evaluation sheet and recommendation of treatment; (5) answer key; and (6) follow-up activities. Section VIII contains a brief annotated bibliography. Necessary forms and worksheets are appended. (NB)

Bausell, R. Barker; Soeken, Karen L.
Differences in Affective and Behavioral Health-Related Variables Associated with Age.
PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Behavior Patterns; Compliance (Psychology); *Health Activities; Locus of Control; *Older Adults; *Prevention; Self Evaluation (Individuals)
IDENTIFIERS- *Health Promotion

Although considerable data exist linking individual lifestyle variables to health outcomes, little is known about how the elderly differ from younger adults with respect to both their health seeking behavior and their beliefs about health. A national survey contrasted 155 persons aged 65 years of age or older with 1100 younger adults in order to identify behavioral and affective differences in health associated with age. In general the elderly were more likely to report poorer health and to be less optimistic about the degree of control possessed over their future health status, although they were significantly more likely to comply with salutary dietary practices than were their young counterparts. They also reported considering these practices as more important and rated their self-efficacy with respect to effecting them considerably higher. While more compliant with a number of preventive behaviors, the elderly were significantly deficient in certain specific areas such as exercise, having their cholesterol blood levels monitored regularly, participating in medical treatment decisions, and in their knowledge with respect to cancer prevention. It was concluded that these data have the potential to provide a relatively comprehensive picture of the elderly's health seeking experiences and beliefs and to serve as a mechanism by which both strengths and deficits therein are identifiable. (Author/NB)

ED 280 056 CS 210 369

Anderson, W. Steve
Designing an Applied Writing M.A. within a Traditional English Department.
PUB DATE- Mar 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Expository Writing; Graduate Study; Higher Education; Linguistic Theory; *Masters Programs; Program Content; *Program Development; *Technical Writing; *Writing Instruction
IDENTIFIERS- Composition Theory; Rhetorical Theory; University of Arkansas Little Rock

A Master of Arts in Technical and Expository Writing program has been implemented in the English department at the University of Arkansas at Little Rock. Designed to make future teachers and technical writers into better writers, the program gives them a larger view of the writing process in which they are participating. Three required courses make up the core of the program: composition theory, rhetorical theory, and linguistic theory. The applied section of the program contains an expository option for candidates with an interest in theory and a general application of writing skills and a technical option for students who wish to train specifically as technical, business, and government writers. The third component of the program is a final project that involves students in a major writing project, either a conventional thesis, an applied project, or an internship with portfolio. A cognate of up to nine hours taken in other departments comprises the fourth component. The program is successful in that it can be done well within a conventional English department. (SRT)

ED 280 082 CS 210 398

Hogaman, John
Rhetorical Invention and Advanced Literacy: An Historical Perspective.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Cognitive Processes; Higher Education; *Literacy; Reader Text Relationship; *Rhetorical Criticism; *Rhetorical Invention; Social Influences; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Aristotle; *Audience Awareness; Campbell (George);

Cultural Literacy; Flower (Linda)

Recent criticism of rhetorical invention faults the discipline for not promoting "advanced literacy," defined as the use of critical reading and writing abilities to serve social ends. Aristotle's vision of rhetoric has contributed significantly to a cognitive view of invention, but Aristotle also acknowledged the importance of social context. Invention as an intuitive, natural gift assumed a minor role in eighteenth and nineteenth century rhetoric, as evidenced in the philosophy of George Campbell, who paid little attention to the social aspects of invention. He held almost exclusively to an inductive model of thinking--one that, for a rhetor, is automatic and unconscious. In contrast to both Aristotle and Campbell, Linda Flower has informed her theories of invention with extensive research, making primary use of protocol analysis and cognitive psychology. While Aristotle emphasized deduction and Campbell emphasized induction, Flower plays freely between both modes of thinking. For her, invention assumes a crucial role that leads to a focus on reader-needs and reader-based prose, since her research indicates the importance of audience in the construction of a text. In conclusion, students should be taught cognitive approaches to invention as well as social approaches, and, in fact, should be encouraged to try several different approaches to invention in addressing a single problem. (NKA)

ED 279 858 CE 046 547

Veterans' Employment. TVA Can Improve Its Disabled Veterans' Affirmative Action Program. Report to the Chairman, Subcommittee on Education, Training, and Employment, Committee on Veterans' Affairs, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-87-17

PUB DATE- Dec 86

NOTE- 36p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--$2.00; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accessibility (for Disabled); Adults; *Affirmative Action; Career Development; *Compliance (Legal); *Disabilities; Employment Opportunities; *Employment Practices; Federal Regulation; Promotion (Occupational); *Veterans

IDENTIFIERS- *Tennessee Valley Authority

The General Accounting Office (GAO) conducted a study of employment practices at the Tennessee Valley Authority (TVA) to determine if practices for employing and advancing disabled veterans comply with applicable legislation. The study found that TVA's plans describing its Disabled Vererans' Affirmative Action Program were meeting regulatory requirements in fiscal year 1986. TVA has had mixed results in achieving the objectives identified in the plans. Because of declines in TVA's work force (a 42 percent reduction from 1980 to 1986), TVA's ability to hire and advance disabled veterans may have been affected. TVA has implemented activities aimed at achieving the following plan objectives: (1) providing awareness training to supervisory personnel; (2) establishing an advisory committee of handicapped employees partly composed of disabled veterans; (3) providing guidance to managers and supervisors on how they could modify jobs to accommodate disabled veterans' abilities; and (4) adopting Uniform Federal Accessibility Standards to ensure barrier-free design in TVA facilities. The Disabled Veterans' Affirmative Action Program plan objectives that TVA has not been successful in implementing included the following: (1) increasing the number of disabled veterans on its employment register; (2) increasing disabled veterans' advancement opportunities within TVA through career planning and an upward mobility program; and (3) providing placement opportunities both within and outside TVA for disabled veterans scheduled for reductions-in-force. The TVA has recently hired a disabled veteran to head a new veretans' affairs unit to deal with all veterans' issues. (KC)

ED 279 886 CE 046 624

Coordinated Delivery of Job Placement in Michigan. Reference Guide.
Ferris State Coll., Big Rapids, MI. Center for Occupational Education.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 86
NOTE- 81p.; For a related facilitator's handbook, see CE 046 623.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Coordination; *Delivery Systems; Educational Legislation; Evaluation Criteria; Evaluation Methods; Federal Legislation; *Job Placement; Models; Needs Assessment; Planning; *Program Administration; Program Design; Program Development; *Program Evaluation; Public Education; State Legislation; *Statewide Planning
IDENTIFIERS- *Michigan

This guide is intended to serve as a reference and procedural tool for use by state and local decision makers in guiding existing and future public education-based job placement efforts in Michigan. The first section gives an overview of job placement in Michigan public education and the rationale for public education-based job placement; it also discusses what public education-based job placement is and whom it served. Discussed in a section on program operation are the following topics: an operational model for public education-based job placement, goals and objectives for coordinated job placement, a description of operational system components, relationships of job to agency resources/personnel, personnel alternatives for delivering job placement, identification of potential agencies for delivery of support services, job placement delivery system models, and staff qualifications and competencies. The third section, which deals with program review and planning strategies, outlines a review and planning procedure and provides a facilitator's activity planning sheet and status study master questionnaire. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legislation. (MN)

ED 279 899 CE 046 681

Hotchkiss, Lawrence; Vetter, Louise
Outcomes of Career Guidance and Counseling.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 88p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; Counseling Objectives; Educational Legislation; Federal Legislation; Grade 10; Grade 12; High Schools; High School Seniors; *High School Students; *Outcomes of Education
IDENTIFIERS- High School and Beyond (NCES)

A study examined the effects of career guidance and counseling on intermediate outcomes measured while respondents remained in high school and on employment and educational outcomes measured after respondents left high school. Data from the 1980 sophomore and senior cohorts of the High School and Beyond database were subjected to multivariate analyses. These analyses strongly replicated findings of past research regarding the impact of status background and personal characteristics on career expectations and performance measures. These variables also affected college-going behavior and exhibited smaller and more erratic patterns of effects on early labor market variables (hours and weeks worked and unemployment, but not wage). Career expectation variables and perceived ability to complete college also exhibited strong positive effects on college attendance measures and tended to have negative effects on the work variables, whereas general attitudes such as self-esteem and locus of control did not have strong effects on post-high school job or education outcomes. The effects of guidance program variables, on the other hand, are rather small and manifest some erratic patterns. Youth who attended schools emphasizing counseling tended to have higher career goals and attend college more than other youth, and youth who attended schools for which counselor respondents expressed positive attitudes about the guidance program also tended to have higher career goals and college attendance. Youth attending schools emphasizing occupational information, however, had lower growth on test scores than did other youth. Recommendations for improving career guidance programs are included. A seven-page list of references concludes the document. (MN)

ED 279 912 CG 019 720

Shaw, Jerry I.; Woodward, Carol
Working with Versus Working on Theories in Social Psychology.
PUB DATE- 80
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Research; *Research Methodology; *Social Psychology; *Social Theories

In recent years there have been a few systematic attempts to restructure social psychology in which all have concurred that there is a dearth of provocative and meaningful theoretical contributions in contemporary social psychology. Current theories are unnecessarily limited in scope. These theories are fragmented, have limited implications, lack a common framework, and fail to explicate underlying assumptive bases. Contemporary social psychological theorizing is dominated by the practice of working with theories (verification) instead of working on theories (explanation). Whereas the former practice casts theory in a role secondary to data collection by neglecting extrascientific influences, the latter incorporates sociohistorical determinants thereby elevating theory to a position of fundamental importance in the description of social life. Consequences of continued allegiance to working with theories include lack of applicability to everyday life, an overemphasis on variables, and the neglect of meaning. The solution is not to end experiments or the hypothetico-deductive method, but to offset the relative inattention paid to theoretical endeavors. Working on theories will require a major shift in the primary activities of many persons engaged in social psychological research which will engender a flexibility that will contribute to an enriched understanding of social life. (An extensive reference list is included.) (Author/ABL)

ED 279 983 CG 019 792

Golding, Jacqueline M.; Burnam, M. Audrey
Cultural and Social Predictors of Psychological Distress in Mexican Americans.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Adults; Cross Cultural Studies; *Cultural Differences; Financial Problems; *Immigrants; *Mexican Americans; Psychological Patterns; *Social Influences; Social Support Groups; *Stress Variables; *Whites
IDENTIFIERS- *Social Conflict

Studies of relative levels of psychological distress among Mexican Americans and non-Hispanic Whites have found mixed results, possibly due to cultural differences within Mexican American samples which may confound potential ethnic differences. The hypothesis that differences in psychological distress between Mexican Americans and non-Hispanic Whites would be explainable by cultural variables (acculturation, years of residence in the United States) and social psychological variables (social integration, strain, social support, social conflict) was tested in a household probability sample of Mexican Americans born in Mexico (N=706), Mexican Americans born in the United States (N=538), and nonhispanic whites born in the United States (N=1,149). Interviews with respondents revealed that Mexican-American natives had the highest distress scores, followed by Mexican-American immigrants and then by non-Hispanic Whites Distress was regressed on the cultural and social psychological variables in each of the three groups. Financial strain was significantly associated with increased distress, and marital support with decreased distress, in all three groups. Although high financial strain and low marital support appeared to contribute to the ethnic difference in distress, the ethnic effect was still significant when these variables were controlled. Low social conflict in Mexican-American immigrants, possibly combined with selective immigration and differences in social comparisons, appeared to contribute to this group's advantage over Mexican-American natives. (Six pages of references, 1 data table, and 25 data bar graphs are included.) (Author/NB)

ED 279 998 CS 008 691

Willson, Victor L.
Methodological Limitations of the Application of Expert Systems Methodology in Reading.
PUB DATE- Dec 86
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Problems; *Reading Research; *Research Methodology; *Research Problems; *Research Utilization; *Theory Practice Relationship

Methodological deficiencies inherent in expert-novice reading research make it impossible to draw inferences about curriculum change. First, comparisons of intact groups are often used as a basis for making causal inferences about how observed characteristics affect behaviors. While comparing different groups is not by itself a useless activity, progressing directly to training is premature at best. Second, the think-aloud protocol technique is often used for inferring a subject's cognitive structure of subject matter. This method is inappropriate because it assumes that the organization of this structure resides consciously in a person's mind and can be verbally reproduced. Third, retrospective methods have been employed to infer causality by selecting groups currently differing and discovering differences in their past on putative causal variables, which are then inferred to have caused the present differences. While this technique must be used in historical analyses, it becomes suspect when the inferences are used to speculate on implications for current practice. Finally, techniques employed in naturalistic inquiry often confuse a change in methodology with a change in the discipline being studied, and rely heavily on impressionistic, one-shot observation for many facts. (JD)

ED 280 012 CS 008 748

Freeman, David
Assignment of Pronoun Reference: Evidence That Young Readers Control Cohesion.
PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohesion (Written Composition); *Context Clues; Elementary Education; Grade 2; Grade 6; Miscue Analysis; Oral Reading; *Pronouns; Psycholinguistics; Reader Response; *Reader Text Relationship; *Reading Comprehension; *Reading Research; *Reading Strategies
IDENTIFIERS- *Referents (Linguistics)

A study examined the pronoun miscues of 32 sixth grade and 24 second grade students reading short prose selections aloud. The miscue analysis led to the identification of text features readers use to assign pronoun reference, the strategies developing readers often employ, and the patterns of correction of pronoun miscues. Specifically, it indicated that young readers used certain text features and consistent strategies to assign reference. In cases where text features aided prediction, the readers did particularly well. Even when they made miscues on pronouns, they frequently were able to correct them when the text did not confirm their original choice. (FL)

ED 280 026 CS 210 314

Karolides, Nicholas J., Ed.; Quinn, Laura, Ed.
Curriculum Development.
Wisconsin Council of Teachers of English.
PUB DATE- Oct 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- Cognitive Development; *Communication Skills; Computer Assisted Instruction; Creative Teaching; *Curriculum Development; Curriculum Evaluation; *Curriculum Guides; Elective Courses; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; Literature Appreciation; Oral History; Outdoor Education; Reading Material Selection; Student Centered Curriculum; Student Interests; Teacher Education; Teacher Evaluation; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes

Incorporating diverse viewpoints and featuring articles by teachers and administrators on both the university and the elementary-secondary levels, this focused journal issue offers useful practical suggestions and pragmatic guidance for all levels of curriculum development. The articles and their authors are as follows: (1)"Teaching Students to Ask Questions" (Patricia A. Solfest); (2) "Outdoor World" (Craig A. Akey); (3) "A Perspective on the Guide: A Curricular Framework for the Language Arts" (Mary Meiser); (4) "Preparing Teachers: Fit the Training to the Need" (Leo J. Hertzel); (5) "Equity, English and Computers" (Mary Louise Gomez); (6) "Oral History as Composition" (Diane Long Hoeveler); (7) "Are English Curriculum Guides a Put-On?" (Thomas A. Lund); (8) "A Superintendent's View of the Language Arts" (William Josten); and (9) "Teacher Evaluation: From the Superintendency and the English Supervisor's Positions" (Carol S. Hertz and Karl V. Hertz). (A book review section is also included.) (NKA)

ED 280 040 CS 210 348

Hays, Janice N.; And Others

The Effects of Friendly and Adversarial Audiences upon the Argumentative Writing of a Group of High School Seniors and College Students: A Developmental Perspective.

PUB DATE- 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; College Students; Demography; Higher Education; High Schools; High School Seniors; Holistic Evaluation; *Intellectual Development; *Persuasive Discourse; Writing Evaluation; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- Audience Awareness

A study analyzed argumentative essays written to both friendly and hostile audiences by 12 high school seniors, 24 college freshmen, and 16 college juniors and seniors. The high school students were randomly selected from college-bound English classes that had stressed reading and writing about literature but had also included some work in expository writing. Writing samples were gathered near the end of the academic year, and thus the high school students' writing abilities were largely those they would carry into college. College students were selected from various disciplines and class levels. All subjects wrote argumentative papers on two separate occasions, one paper for a "friendly" audience and one for a "hostile" audience. After holistic rating, the papers were analyzed for degree and kind of audience activity and for the writer's level of intellectual development. Hostile-audience papers were also coded for their rhetorical bases of justification of argument. Results showed that level of intellectual development was a more significant predictor of holistic scores than demographic variables. Significant relationships between writers' audience activity, holistic scores, and levels of intellectual development were found. Four hostile-audience variables--audience strategy and response and the dogmatic and logical bases of argument--predicted significantly for scores and yielded similar results to those obtained when level of intellectual development was considered in the regression. The hostile audience papers evoked the most audience activity, both positive and negative, especially dialectical activity. (Nine pages of references as well as statistical tables and figures are provided. The appendixes consist of student instructions for the two writing assignments and an audience coding scheme.) (FL)

ED 280 070 CS 210 385

Buckner, B. Dilla
Escape Mechanisms: Info and Technique for Black Writers.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Black Attitudes; Black Community; *Black Culture; *Black History; *Black Literature; Drinking; Drug Abuse; *Folk Culture; *Racial Bias; Slavery
IDENTIFIERS- *Black in White America; *Black Writers

Black writers--through novels, plays, poetry, and essays--described how blacks made use of any available asset or talent to outsmart, out-think, endure, or merely contend with their white oppressors. Some of the survival mechanisms that became standard were (1) religion, (2) ignorance as wit, (3) alcohol, and (4) drugs. Early black poets, such as Jupiter Hammon and Phyllis Wheatley, suggested that bondage in America was preferable to heathen freedom in Africa, but after slavery, blacks began to question the power of a god that would have let them suffer so. The writings of Fenton Johnson, Margaret Walker, James Baldwin, and Ben Caldwell have indicated that God has become less of a crutch, and two works from the Harlem Renaissance Era (by Countee Cullen and Langston Hughes) reveal that blacks were becoming skeptical of the white man's religion. In "American Negro Folktales," Richard Dorson categorizes the stories told by blacks who played ignorant to outsmart the whites. Margaret Walker and Richard Wright, among others, have chronicled blacks' use of alcohol as a means of forgetting who, what, or where they were, but the trend has shifted to escape through drugs (Ralph Ellison's "Invisible Man" and Claude Brown's "Manchild in the Promised Land"). Slavery, inequality, and maltreatment have led blacks to resort to any release possible and writers to record these temporary escapes. (AEW)

ED 280 110 CS 505 561

Fulmer, Hal W.

The Reverend Moses Drury Hoge and the South's Constitutional Apologia for the Civil War.

PUB DATE- Nov 86

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Civil War (United States); *Reconstruction Era; Regional Attitudes; Revolutionary War (United States); United States History

IDENTIFIERS- *Hoge (Moses Drury); *United States (South); United States Constitution

The Reverend Moses Drury Hoge, one-time personal minister to Stonewall Jackson, defended secession as the South's attempt to preserve the Constitution in its original mission while eulogizing Jackson at a ceremony in 1875. Hoge drew upon the historical legacy of the American Revolution to suggest that the colonies had also formed a separate government and "seceded" from Great Britain. According to Hoge, the Constitution not only guaranteed the privilege of secession, but that the salvation of such a holy document demanded the region go to war. Furthermore, he maintained, the justification for the South's entry into civil conflict was a result of its efforts to preserve the principles upon which American political theory was founded. Hoge predicted that the loss of the Constitution, through Northern subversion, would have an impact on the entire nation, and to forestall a state of national emergency, he implored the North to return to a strict reading of the Constitution. Since the South alone possessed the essence of the Constitution, the region could lead the way back to its principles, providing a redemption for the country. But this process had to begin with northern recognition of its constitutional abuses. In light of such postwar rhetorical defiance, the South's separateness for at least a century after Appomattox is more easily understood. (AEW)

ED 280 124 CS 505 589

Cooper, Thomas W.
Surreptitious Taping: The Arguments for and the Ethics against.
PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Credibility; Human Dignity; Human Relations; *Information Sources; *Journalism; Media Selection; *News Reporting; Persuasive Discourse; Social Problems; Tape Recorders
IDENTIFIERS- Glasser (Theodore L); Justificatory Rhetoric; *Media Ethics

Much discussion within media ethics has focused on the acceptability of surreptitious tape recording of news sources by media professionals. The most common legal and social arguments supporting secret taping assert that recorders "hear" and "remember" better, are expedient and practical, protect against libel suits, provide historical documentation, and are legal in 70% of the United States. In "Nieman Reports," a prime example of the justificatory rhetoric emerging in the media professionals' journals, Theodore L. Glasser argues that secret taping does not invade privacy, is not necessarily antidemocratic or dangerous, and is different from wire-tapping and entrapment. However, deeper questions about interviewing are raised by the negative arguments, which claim that secret taping: (1) preserves greater intimacy between source and reporters than is assumed by the source; (2) forfeits a source's confidentiality and right to speak "off the record"; (3) decreases trust; (4) is, or should be, illegal; (5) increases eavesdropping potential and source identification; (6) might change the source's behavior; (7) precludes the source's chance for retraction or denial; (8) violates beliefs of certain cultures; (9) exposes vulnerabilities; (10) is associated with wrongful conduct; (11) alters power relations; and (12) implies that ends justify means. Comparative analysis shows that, while surreptitious taping can be justified in both practical and moral terms, dangerous and subtle problems with this practice surface when issues of human dignity, truth, and freedom are considered. Notes are appended. (JD)

ED 280 137 EA 019 240

Craft, Connie Jo Smith
The Dark Side of the Excellence Movement.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (71st, San Antonio, TX, February 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Ability; Academic Achievement; Academic Standards; *Administrator Characteristics; *Cognitive Ability; Competence; Dropouts; Learning Processes; *Principals; School Security; Secondary Education; *Student School Relationship; Success
IDENTIFIERS- *Excellence in Education

This paper examines the issue of the loss of less competent children from schools as a result of the emphasis upon academic excellence. Studies are cited indicating that more than 90 percent of all secondary principals feel that their schools are improving; yet, as many as 25 percent of all children in a given sixth-grade class will drop out before graduation. The national push in education to raise test scores by emphasizing cognitive factors is seen as detrimental to other factors in the lives of children and encourages success primarily in those who are easy to teach. Less competent students are being squeezed out of the school system; as a result test scores are rising, which gives the appearance that excellence is being achieved. In actuality, excellence is not an event, but a process. What the process is and what can be done to protect the interests of all students in the educational process are questions raised. Three research findings on effective schools are examined: safety in the school and its environment, high expectations of success, and the role and characteristics of the principal as an instructional leader. Included are eight references. (WTH)

Hendrix, Laborn J.; And Others
Heavy Equipment Mechanic. Instructor Edition.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 2,089p.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 76--$150.00).
LANGUAGE- English
EDRS Price - MF18 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Engines; *Hydraulics; Learning Activities; Postsecondary Education; Safety; Teaching Guides; Tests; *Trade and Industrial Education; *Welding
IDENTIFIERS- *Heavy Equipment Mechanics; Suspension Systems (Automotive)

This manual is intended to assist heavy equipment instructors in teaching the latest concepts and functions of heavy equipment. It includes 7 sections and 27 instructional units. Sections (and units) are: orientation (shop safety and first aid, hand tools and miscellaneous tools, measuring, basic rigging and hoisting), engines (basic engine principles; engine evaluation, removal, and disassembly; cleaning, inspecting, and reconditioning gasoline and diesel engines; engine reassembly and installation), engine accessories (lubrication systems, air-intake and exhaust systems, fuel systems, cooling systems, electrical systems), hydraulics (hydraulic systems, brake systems), auxiliary systems (power trains, tracks, deck machinery, booms and other accessories), suspension (steering systems, tires, suspension systems, bearings and seals), and cutting and welding (arc welding, oxyacetylene cutting, oxyacetylene braze welding). Eight basic components form a unit: performance objectives (unit and specific objectives), suggested teacher activities, information sheets (content essential for meeting cognitive objectives written in topical outline form), assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. (YLB)

ED 279 815 CE 046 476

Learning Activity Packets for Auto Mechanics II. Section D--Accessories.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
NOTE- 54p.; For related documents, see ED 156 919 and CE 046 473-475.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0118--$5.00; slides and audiotapes--$170.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; *Auto Mechanics; Behavioral Objectives; *Heating; Instructional Materials; *Job Skills; Learning Activities; Learning Modules; *Motor Vehicles; Pretests Posttests; Secondary Education; *Trade and Industrial Education

Two learning activity packets (LAPs) are provided for the instructional area of accessories in the auto mechanics II program. They accompany an instructor's guide available separately. The LAPs outline the study activities and performance tasks for these two units: air conditioning and heaters. A cover sheet to each LAP sets forth purpose, an introduction, and list of tasks included. Each LAP contains these components: a checklist of learning steps, pretest (with answers), and assignment sheets (with answers). (YLB)

ED 280 096 CS 505 538

Seibert, Joy Hart
Language Research across the Three Nonfunctionalist Paradigms: A Theoretical and Methodological Examination.
PUB DATE- Apr 87
NOTE- 51p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Discourse Analysis; *Language Research; *Language Usage; *Linguistic Theory; Models; *Organizational Communication; Philosophy; *Research Methodology; Research Needs; Social Psychology

Noting that language is a powerful symbolic activity in need of attention in the organizational research realm, this paper examines language research in organizational settings across three nonfunctionalist paradigms: the interpretive, the radical humanist, and the radical structuralist. Within each paradigm, the paper discusses theoretical underpinnings, research methodologies, study findings, and implications of existing work for future research. The paper concludes that functionalist paradigms have for too long constrained research choices and stifled knowledge development, and that nonfunctionalist paradigms can help researchers to address interesting and untapped areas of organizational life. (FL)

ED 280 150 EA 019 258

Lowe, J. Allen
What We Learned: Some Generalizations in Dealing with a Traumatic Event at Cokeville.
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Annual Meeting of the National School Boards Association (47th, San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crisis Intervention; Elementary Education; Emotional Experience; Emotional Problems; *Terrorism; *Victims of Crime; Violence
IDENTIFIERS- *Hostage Taking; Lincoln County School District 2 WY

Cokeville Elementary School in Afton, Wyoming, was taken hostage on May 16, 1986. Two self-styled "revolutionaries" held 135 children, 14 teachers, the principal, and 3 other adults confined in a classroom for just over 2 hours. The siege ended violently when one of the perpetrators accidentally killed herself by unintentionally detonating a bomb. The blast injured several of the hostages as well. A review of the events reveals that the teachers and the principal coped with the situation very effectively, preventing panic both before and after the explosion and helping reduce the psychological trauma associated with the experience. The event also helped clarify how five generalizations about dealing with the aftereffects of trauma can be put into practice in a specific situation in a practical manner. These five generalizations are that: (1) willingness to be receptive to people's feelings about an event must be made clear; (2) professional psychological help must be considered; (3) a sense of order (established before the crisis) must be maintained during and after the event; (4) methods should be found to facilitate a rapid return to normalcy; and (5) traumatic events can and should be transformed into valuable learning experiences. (PGD)

ED 280 163 EA 019 272

Block Grants: Federal Data Collection Provisions.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-59FS
PUB DATE- Feb 87
NOTE- 16p.
AVAILABLE FROM- Publications Sales, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free; additional copies are $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; Compliance (Legal); Data Collection; Demonstration Programs; Educational Finance; Elementary Secondary Education; *Federal Programs; *Federal Regulation; *Federal State Relationship; Government School Relationship; *Individualized Education Programs; Program Costs; Revenue Sharing; State Aid
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

This fact sheet compares statutory data collection and reporting provisions of the federal education block grant (chapter 2 of the Education Consolidation and Improvement Act of 1981) with the nine other block grant programs funded in fiscal year 1986; data on statutory administrative cost limits are also provided. Each grant's legislation was reviewed and federal program officials were interviewed to confirm agency interpretations of key legislative provisions. Data are offered in six tables. Table 1 lists block grants reviewed and their implementing agencies. The second table enumerates three types of data collection and reporting requirements imposed on federal agencies: (1) reporting to Congress on program activities, (2) program assessment data, and (3) compliance reviews of state program operations. States that receive block grant funds must furnish data to federal agencies for congressional review, and must meet four requirements, given in table 3: grant applications demonstrating funding plans, reports of actual funding use, fiscal expenditure reports, and financial and compliance audits. Table 4 presents the statutory requirements for federal participation in the development of national data systems; model criteria and standardized forms must be developed by agencies administering 5 of 10 block grants for uniform data collection. Federal agencies use supplemental data sources for congressional reports; these are enumerated in table 5. Table 6 describes limits on funding amounts for states' administration of eight grants, including the education grant. States may spend 20 percent (including administrative costs) of allocations for the education block grant. (CJM)

ED 279 831 CE 046 492

Walker, Susan S.; Barker, Ellen M.
Identifying Protein-Calorie Malnutrition Workshop.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 87
NOTE- 57p.; For related documents, see CE 046 490-491 and CE 046 494.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Course Descriptions; *Dietetics; *Dietitians; Food; *Food Service; Inservice Education; Learning Activities; *Nutrition; *Occupational Home Economics; Staff Development; Transparencies; *Workshops
IDENTIFIERS- *Diet Therapy

Instructional materials are provided for a workshop to enable participants to assist in identifying patients at risk with protein-calorie malnutrition and in corrrecting this nutritional deficiency. Representative topics are nutrients; protein, mineral, and vitamin sources, functions, and deficiency symptoms; malnutrition; nutritional deficiency diseases; meal planning; and various types of diets. Contents include a glossary, a quick check (pretest) with answers, information sheets, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

ED 279 845 CE 046 517

Thomas, Ruth G.; Litowitz, Len

Vocational Education and Higher Order Thinking Skills: An Agenda for Inquiry.

Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Critical Thinking; *Curriculum Development; Decision Making Skills; Models; Postsecondary Education; *Research Needs; *Research Utilization; Secondary Education; *Vocational Education

A major focus in all areas of education today is the impact of education on students' ability to use higher order thinking skills. Understanding and improving the knowledge, cognitive abilities, and dispositions that guide, organize, and form effective action in the workplace, home, and community are significant problems for vocational education. This document provides an overview of educational and learning problems and reviews theory and research findings concerning the mechanisms by which people take in, process, store, combine, retrieve, and use information in directing, performing, and controlling operations, understanding and affecting situations, interpreting experience, identifying and solving problems, and making decisions and judgments. An agenda for inquiry is presented that reflects existing knowledge about higher order thinking, identifies potential ways of determining how and to what extent vocational education involves the application of higher order thinking skills, and leads to development of curricular and instructional models in vocational education that incorporate and develop higher order thinking. The inquiry agenda is divided into three interrelated parts. Part I concerns identifying and organizing problems and contexts central in vocational education. Part II concerns descriptions, documentation, and understanding of the knowledge, cognitive abilities, and dispositions required by the problems and contexts identified in Part I. Part III focuses on identifying, developing, and assessing curricular designs and instructional processes that facilitate development of the required knowledge, cognitive abilities, and dispositions. An outline of the inquiry agenda and 14 pages of references are provided in the appendix. (KC)

ED 279 927 CG 019 735

Hartman, Rhona C., Comp.; And Others
Strategies for Advising Disabled Students for Postsecondary Education. Updated.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 86
NOTE- 5p.; For earlier reprint of this fact sheet, see ED 236 890.
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; *Counseling Techniques; *Counselor Role; Decision Making; *Disabilities; High Schools; *Nontraditional Students; *Postsecondary Education; School Counselors; Vocational Education

This fact sheet was written to help persons who counsel students with disabilities at all levels of education, but especially those who work with students in high school, community and junior college, career training schools, vocational technical schools, colleges, universities, and graduate programs. Four strategies that advisors and counselors can use in working with disabled students are described: (1) encouraging students to assess interest, aptitude, and achievement; (2) providing non-restrictive career counseling; (3)encouraging students to base decision-making about postsecondary education on a variety of criteria, including training available, cost, and auxiliary aids and accessibility; and (4) assuring access to the counseling environment. Selected resources are described which may help implement the strategies. (NB)

ED 279 970 CG 019 779

Bausell, R. Barker; Soeken, Karen L.
Third Year Trends in Compliance with Recommended Health Seeking Behaviors.
PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Patterns; *Eating Habits; *Health Activities; National Surveys; Nutrition; *Prevention; *Restraints (Vehicle Safety); Trend Analysis

IDENTIFIERS- *Health Promotion

Beginning in 1983, a national poll has been conducted annually to assess the extent to which the American public engaged in a core of 21 recommended health seeking behaviors. For the third consecutive year a national sample of approximately 1250 adults were interviewed concerning their self-reported compliance with a basic core of 21 health seeking behaviors. Identical sampling methodologies (i.e., a stratified random digit dialing procedure stratified by geographic region and place of residence therein) and identical behavioral wording were employed across surveys. As reported in 1985, statistically significant changes were observed between the first (1983) and second (1984) years, both with respect to an overall composite score based on all 21 behaviors and for a number of individual behaviors. Although a numerical improvement was observed for the 1985 composite score as compared to 1984 data, this difference did not reach statistical significance. From an individual perspective, however, two behaviors did register dramatic and statistically significant improvement over the preceding year: respondents reporting always using a seatbelt rose from 27% in 1984 to 41% in 1985 (the comparable figure was only 19% in 1983) and individuals reporting trying very hard to consume adequate amounts of calcium rose from 45% to 57% (65% among women). Overall, these trends continue to be encouraging, although obviously a great deal of room for improvement remains. (Author/NB)

ED 280 083 CS 210 401

Woolever, Kristin R.
Critical Thinking and Legal Discourse.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Content Area Writing; *Critical Thinking; Expository Writing; *Law Schools; Law Students; Lawyers; *Legal Education (Professions); Student Writing Models; Writing Instruction; *Writing Skills
IDENTIFIERS- Legal Information; Legal Language; *Legal Writing

Although law professors often say that first year law students need training to "think like lawyers," many law students survive law school by practicing the "skill" of rote memory. It is when they take the bar examination or actually begin to work in a law office that they need the faculty of analytical thinking, for notes must be organized into a cogent argument. Most attorneys need special facility with four cognitive processes: applying law to facts, analogizing cases, drawing inferences, and focusing abstract concepts. The ideal place to teach these critical thinking skills is in legal writing classes, where written discourse offers the best opportunity for correcting deficiencies and refining skills in using critical cognitive processes. Strategies for teaching critical thinking in legal writing seminars include the following: (1) attach the writing class to a substantive law course, (2) focus primarily on organization at a variety of levels, (3) encourage the students to make their organization visible, (4) pay more attention to the effect of the prose on the reader than to the writing process, and (5) insist on multiple revisions. Legal writing combines some elements of freshman composition, literary criticism, and technical writing but depends strongly on reasoning abilities that law students have had little opportunity to develop. (NKA)

ED 279 786 CE 045 949

Katus, J., Ed.; Toth, Janos, Ed.
On Voluntary Organizations in Hungary and the Netherlands.
National Centre for Culture, Budapest (Hungary).
REPORT NO.- ISBN-963-651-305-8
PUB DATE- 86
NOTE- 244p.
AVAILABLE FROM- National Centre for Culture, Budapest Corvin ter 8, H-1252 Hungary.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Case Studies; *Cultural Education; Developed Nations; Foreign Countries; Health Education; Labor Education; Open Universities; *Self Help Programs; *Voluntary Agencies
IDENTIFIERS- *Hungary; *Netherlands; Public Information

Twenty essays are provided from an educational scientific symposium organized within the frame of the Festival for Dutch Culture in Hungary. Titles and authors include "Environmental Movement and Environmental Information" J. C. Th. Alles); "Principal Educational and Self-Educational Problems of Independent Activity and Autonomy in Adult and Cultural Education" (Sandor Boros, Matyas Durko); "The Boundaries of Women's Land in Dutch Social Democracy: Some Development in the Political Education of Women in the Period 1933-1983" (Heili Both); "The Role of Voluntary Organizations in Health Education" (H. A. M. van der Drift-van Nies); "Adult Education at the Open University: A Form of Individual Self-Study and/or Voluntary Education" (G. van Enckevort); "Some Problems of the History and Cultural Policy of Voluntarism" (Katalin Fabry, Pal Soos); "A Survey of the Voluntary and Social Aspects of Hungarian Mental Health Activities" (Katalin Fodor, Piros Kovacs); "Government and Voluntary Organizations in the Netherlands: Two Hundred Years of Adult Education and Public Information (1784-1984)" (B. van Gent); "Grass-Roots Public Communication 1: Audio-Visual Communication as a Mediating Practice" (F. Glastra, E. Kats); "Grass-Roots Public Communication 2: Rules and Ideologies in Film Practice" (F. Glastra, E. Kats); "Voluntary Organizations and Social Movements: A Case-Study of the Development of the Institute for Workers' Education and the Dutch Institute for Popular Adult Education and the Friends of Nature, 1924-1986" (Barry Hake); "Voluntary Associations at Miskolc" (Laszlo Harangi); "Putten and Its Voluntary Organizations" (J. Katus); "Voluntary Associations and the State" (C. O. Krudde); "Local Culture, Local Financing" (Eva Kuti, et al.); "The Historical Background of Voluntary Social Activity as It Appears in the Curricula of Adult Educators" (Andor Maroti); "'Inzet,' an Intermediate Organization of the Unemployed" (W. Micke); "The Role of the State of Socio-Cultural Animation" (Katalin Talyigas); "Folk High School Movement and Voluntary Cultural Activity, 1930-1945: A Historical Outline" (Janos Toth); and "Village Experiment: Assessment of the Siomente Village Experiment" (Csaba Varga). (YLB)

ED 279 873 CE 046 596

Pima County Adult Education Program's ABE Curriculum Project 1985-86. Final Report and Evaluation.

Pima County Schools, Tucson, Ariz.
PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Check Lists; *Curriculum Development; *Evaluation Criteria; High School Equivalency Programs; Material Development; *Needs Assessment; Program Content; Program Development; Questionnaires; Remedial Instruction; Special Programs; *Student Evaluation; *Student Needs
IDENTIFIERS- 310 Project

In 1985-1986 the Pima County Adult Education program conducted an adult basic education (ABE) curriculum project that was intended to devise materials for use in determining and remediating content gaps in the district's adult basic education and high school equivalency programs. The needs assessment instrument, which was designed to discover information gaps rather than to assess reading level, turned out to be 20 pages long and included questions ranging from reading comprehension to writing to grammar to science, social studies, arithmetic, and common abbreviations. Since the intent of the student survey was to assess student knowledge rather than reading level, the survey's reading level was kept intentionally low. In the next phase of the project, materials appropriate to the different skill and content levels identified (including tests, workbooks, and teacher-developing learning activities) were collected, assessed, and compiled. Next, a discrete class was established in each learning center to provide instruction to the target population identified through the survey instrument. Although the progress of ABE students is generally slower and harder to measure, it appears that the special classes offer something to these students that regular general educational development (GED) classes do not. A manual was developed for dissemination throughout Arizona's ABE programs and representatives from various programs within the state were given the opportunity to observe the classes. (An ABE curriculum checklist, ABE curriculum bibliography, and the 20-page student knowledge assessment are included with the project report.) (MN)

ED 279 887 CE 046 626

Goodman, Jane; And Others
Curriculum Guide for Employability Skills Training: Instructional Materials for Opening Doors.
Michigan State Univ., East Lansing.; Oakland Univ., Rochester, Mich. Continuum Center for Women.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 86
NOTE- 36p.; For related documents, see ED 255 638-639.
AVAILABLE FROM- Michigan Career Education and Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Employer Employee Relationship; *Employment Interviews; *Employment Potential; Employment Practices; *Job Application; *Job Search Methods; Learning Activities; Lesson Plans; Records (Forms); *Resumes (Personal); Secondary Education; Self Evaluation (Individuals); Taxes; Telephone Usage Instruction

This guide contains 21 task sheets for use in helping students develop job-hunting skills. The following employability skills are addressed in the individual task sheets: compiling a list of personal attributes, identifying a list of areas of work that will provide personal job satisfaction, determining ways of reducing levels of stress, using reference materials to compile an occupational profile, investigating non-wage-related job characteristics, developing goals and determining career objectives, performing a job search, participating in an information interview, completing a social security form, using a telephone to contact an employer, completing a job application, preparing a resume, writing a letter to apply for a job, interviewing for a job, contacting a job interviewer to accept or reject a job, completing income tax withholding forms, describing performance evaluation measurements used by employers, performing a continuing education program search, analyzing career information to identify opportunities for advancement, and describing job resignation and dismissal practices. Each task sheet contains some or all of the following: duty statement, duty number, task number, task statement, achievement indicators, criteria, list of tools and equipment needed, and list of recommended resources. Student and class achievement record forms and a list of employability skills trainers are also included. (MN)

To Authorize Federal Assistance for the Establishment and Expansion of State Missing Children Clearinghouses. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (September 11, 1986). Serial No. 99-138.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87
NOTE- 151p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Custody; *Children; *Child Welfare; Delinquency; *Federal Aid; *Federal State Relationship; Hearings; Interstate Programs; Runaways; State Federal Aid; *State Programs
IDENTIFIERS- Congress 99th; *Kidnapping; *Missing Persons

This document contains witness testimonies and prepared statements from the Congressional hearing called to consider H.R. 604, a bill which would amend the Missing Children's Assistance Act, to direct the Office of Juvenile Justice and Delinquency Prevention to make grants for establishing, assisting, or expanding state missing children clearinghouses. Opening statements are included from Congressmen Dale Kildee and Thomas Tauke, and from Congressman Tom Lewis who introduced the bill. Different perspectives on H.R. 604 and on the priorities which various activities and programs should receive are offered by two panels of witnesses. The first panel consists of: (1) John Patterson, associate director for technical assistance, National Center for Missing and Exploited Children; (2) Alex Ferguson, superintendent, Division of Administration, Illinois State Police; (3) Wayne Quincey, Division of Criminal Justice Information Systems, Florida Department of Law Enforcement; and (4) Carroll Bidler, director, Division of Administrative Services, Iowa Department of Public Safety. Witnesses testifying in the second panel include Georgia Hilgeman, executive director, Vanished Children's Alliance; Charles Sutherland, trustee, Search Reports, Inc.; and Barbara Rachelson, executive director, Michigan Network of Runaway and Youth Services. Other relevant materials are appended. (NB)

ED 279 956 CG 019 765

Papini, Dennis R.; Lloyd, Paul J.

Gender Related Attitudes towards Eating and Health among College Students.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anorexia Nervosa; Body Weight; Bulimia; *College Students; *Eating Habits; Higher Education; *Psychological Patterns; *Sex Differences; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Eating Disorders

Heightened concern about eating behavior has been expressed in recent surveys of high school and college students. There have been increased requests for treatment of eating disorders among college students and many colleges have developed programs that provide treatment for students afflicted with an eating disorder. The Eating Disorder Inventory (EDI) was administered to 347 male and 829 female college students to assess gender differences in psychological factors associated with attitudes toward eating and health. The EDI was selected for its ability to provide information about eight psychological factors that have been repeatedly associated with eating and health behaviors: (1) drive for thinness; (2) bulimia; (3) body dissatisfaction; (4) ineffectiveness; (5) perfectionism; (6) interpersonal distrust; (7) interoceptive awareness; and (8) maturity fears. The results revealed that females were more concerned about and dissatisfied with their weight, were more prone to bingeing, felt less in control of their lives, and were less sensitive to cues and emotions associated with hunger and eating than were males. These findings provide a data-based foundation for the development of broader student services on college campuses. (Author/NB)

ED 279 999 CS 008 695

Whitis, Judith A.
A Study to Measure the Standard Collegiate Level Freshman Writing

Course Requirements at Olivet Nazarene University against Those of Other Christian College Coalition Members.

PUB DATE- 87
NOTE- 73p.; M.A. Thesis, Olivet Nazarene University, Illinois.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Course Descriptions; *Course Organization; Educational Trends; *Evaluation Methods; *Freshman Composition; Higher Education; Required Courses; Textbook Evaluation; *Writing Evaluation; *Writing Exercises; *Writing Research
IDENTIFIERS- *Christian College Coalition; *Olivet Nazarene College; Witte (Stephen)

To determine whether Olivet Nazarene University's standard freshman writing course requirements measure favorably with those of the majority of the 75 Christian College Coalition (CCC) members, a study compared the textbooks, papers, activities, and evaluation procedures required by each institution. Stephen Witte's "National Survey of College and University Writing Program Directors" was used to evaluate the freshman writing course syllabi of the 56 institutions responding to a mail survey. Analysis showed that all of the respondents require some kind of freshman writing course, though most require only one semester while Olivet requires two. Overall, results indicated that Olivet's freshman writing course syllabus measured favorably with the syllabi of CCC members in its statements regarding (1) attendance, (2) manuscript format, (3) the requirement of some type of rhetoric textbook, (4) late work policy, (5) a grading system, (6) essay development, (7) topic/thesis sentences, (8) revision/editing, (9) paragraph development, (10) usage, (11) mechanics, and (12) evaluation on out-of-class essays, attendance, and a final examination. (Conclusions are also drawn concerning trends in the freshman writing classroom. Appendixes contain a list of CCC members, samples of the survey correspondence, and a list of the responding CCC members. Ten tables are included in the text.) (JD)

ED 280 013 CS 008 749

Cianciolo, Patricia J.
Developing the Beginning Reading Process with Picture Books.
PUB DATE- 24 Feb 87
NOTE- 26p.; Paper presented at the Meeting of the "Five Year Olds in School" Conference (East Lansing, MI, January 9-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; *Childrens Literature; Cognitive Development; Cognitive Style; Early Childhood Education; Family Environment; *Illustrations; Language Acquisition; Literary Criticism; Literary Devices; *Picture Books; *Prereading Experience; Prior Learning; *Reading Aloud to Others; Reading Attitudes; *Reading Readiness; Schemata (Cognition); Young Children
IDENTIFIERS- Reading Motivation; Text Factors
A close relationship exists between children's capacity for learning in school (especially learning to read) and the amount and kind of reading aloud done by parents and teachers to children. Children's literature, especially the illustrations and the language contained in fine picture books, has the potential to provide six benefits that constitute major attitudes and skills essential to functioning in the beginning reading process. Such books achieve the following: (1) offer a store of experiences, (2) exemplify standard English, (3) display the possibilities of language, (4) impart an appreciation of one's cultural heritage and that of others, (5) help to develop imaginative and creative thinking powers, and (6) teach about literature. When young children have been read picture books and read these books on their own, they develop a broader vocabulary, experiential background, comprehension, mental imagery, motivation and interest to read, and understanding of literary schema. A good picture book is one in which the relationship between the text and the illustrations is a coherent, unified whole, and in which the pictures provide details that the reader might miss or not fully understand. An artistic, effective readable picture is one in which the viewer slowly discovers more details and experiences a greater depth of response to the story each time he or she examines the pictures. (NKA)

ED 280 027 CS 210 315

Karolides, Nicholas J., Ed.
Beyond the Two R's.
Wisconsin Council of Teachers of English.
PUB DATE- Jan 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Classroom Environment; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Grammar; Language Acquisition; *Language Arts; Language Skills; Learning Strategies; Linguistics; Listening Comprehension; *Listening Skills; Nonverbal Communication; Semantics; Sentence Combining; *Speech Communication; Syntax; *Teaching Methods; Writing Skills
IDENTIFIERS- Blooms Taxonomy; *Metanalysis (Linguistics)

The compendium of articles in this journal issue deal with the diverse components of the language arts, communication, and critical thinking curricula. The titles and authors of the articles are as follows: (1) "What to Do until the Doctor Comes: Speech in the Language Arts Classroom" (John Fortier); (2) "Teaching and Thinking Skills: Some Practical Applications" (Mary Kay Bryan); (3) "Getting Children to Tune In" (Caroline G. Majek); (4) "Non-Verbal Communication: A Necessary Tool to Classroom Learning Strategies" (Penny L. Krampien); (5) "Metanalysis: A Linguistic Approach" (Don L. F. Nilsen); and (6) "Introducing Language Concepts" (Nicholas J. Karolides). Also included in this journal are a list of the NCTE Achievement Awards winners, as well as reviews of selected books for children, adolescents, and for teachers. (NKA)

ED 280 041 CS 210 349

Mihail, Brunette A.
An Annotated Bibliography of the Literature Dealing with the Methods of Teaching Spelling in the Elementary School.
PUB DATE- Apr 86
NOTE- 40p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; Cognitive Development; Elementary Education; *Error Analysis (Language); *Learning Strategies; Phoneme Grapheme Correspondence; Phonics; Program Evaluation; Spelling; *Spelling Instruction; *Teaching Methods; Writing Processes; *Writing Research

Focusing on spelling as an integral part of the writing process, this annotated bibliography addresses the problem of developing individualized, focused, and relevant methods for teaching spelling to elementary students. The annotations are organized around two specific questions: What strategies do children use to spell words and what instructional approaches do these tactics suggest? and, What are the teaching strategies and characteristics of an effective spelling program? Among the findings summarized with regard to the first question is the observation that children use both phonemic principles and visual memory of whole words to judge the correctness of their spelling. The studies reviewed also indicated that teachers use error pattern analysis to diagnose individual patterns and create instructional approaches based on phoneme-grapheme correspondence and sequential development. Among the findings summarized with regard to the second question are that much of the content of elementary instruction is unjustly based on commercial spelling textbooks, and that spelling instruction programs should be expanded by teaching skills in problem solving, self-correction, spelling patterns, proofreading, and dictionary usage. A glossary of relevant terms is included. (Thirty-seven citations are provided in the concluding bibliography.) (JD)

ED 280 057 CS 210 370

Enos, Theresa
Scholarly Editing: Creating and Shaping Communities.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editing; *Editors; Faculty Publishing; Resource Materials; Rhetoric; *Rhetorical Criticism; *Scholarly Journals; Writing for Publication
IDENTIFIERS- *Composition Studies; Rhetorical Community; Rhetoric Review (Journal); Scholarly Writing

"Rhetoric Review" ("RR") was founded in 1982 as an umbrella journal in composition studies with rhetoric, the most inclusive discipline in the humanities, at its center. Being editor of such a journal requires a working knowledge of production, layout, and design, besides handling other routine duties like correspondence and reading manuscripts. The editor also sets and maintains the journal's tone, being careful not to let his or her personal voice become prominent. "RR" owes much of its success to its editorial board and referees--each article goes through at least five readers before it is published, and each author receives a personal letter from the editor if his or her manuscript is accepted or rejected. As a reader's rather than an editor's publication, "RR" does not encourage articles that are (1) encyclopedia rewrites, (2) superficial approaches to a subject, (3) obvious topics, (4) answering questions no one is asking, (5) banal in "voice," and (6) research reports rather than articles based on research. Although "RR" has avoided being formulaic, it seems to reflect the tone of composition studies more than any other composition journal, probably because each issue includes a variety of articles with various voices, while retaining the language of the humanities. Each issue of a journal like "RR" is an unanticipated community where writers meet one another and their readers. (NKA)

ED 280 097 CS 505 539

Waltman, Patricia Amason

Preadolescent Support Networks: Evidence for the Peer Counselor Construct.

PUB DATE- Apr 87

NOTE- 23p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Group Dynamics; Individual Characteristics; Intermediate Grades; *Interpersonal Communication; *Network Analysis; *Peer Counseling; Peer Groups; *Preadolescents; *Social Support Groups; Stress Management

Based on the belief that preadolescence is a highly stressful time of development and a period when people need support from peers to cope with stress, a network analysis was used to examine the social support networks of preadolescents and the behavior of central network members. Subjects, 24 sixth-grade children, completed specially constructed questionnaires concerning peer networks. In addition, to determine degrees of acceptance, rejection, and supportiveness, each child was asked to nominate three classmates with whom they most liked to play and three with whom they least liked to play. The number of nominations each received (categorized as "peer counselor" nominations) was used as an index of perceived supportiveness. Results indicated that children's social networks were clearly distinguishable by the roles played by their members and that the children perceived by peers as most supportive exhibited behaviors resembling those of natural peer counselors, and were the most highly accepted members of the peer group. Results also confirmed that children can accurately identify members of their network and the types of interactions among members, and that support is indeed a salient feature of preadolescent friendship. Finally, the results offer further support for the construct of the "peer counselor" as identified by Burleson and Waltman. (FL)

ED 280 125 CS 505 590

Woltjen, Lisa M.; Zakahi, Walter R.

The Assessment of the Relationships among Loneliness, Affinity-Seeking Competence, and Communication Apprehension.

PUB DATE- May 87

NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Apprehension; Communication Problems; *Communication Research; *Interpersonal Communication; *Interpersonal Competence; *Loneliness; Self Concept; Social Cognition; Undergraduate Students

A study investigated the relationships among dyadic apprehension and levels of loneliness, dyadic apprehension and affinity-seeking competence, and affinity-seeking competence and levels of loneliness. Subjects, 198 undergraduate students, completed the Revised University of California at Los Angeles (UCLA) Loneliness Scale, the Personal Report of Communication Apprehension Scale (PRCA) 24, and the Affinity-Seeking Instrument. Results indicated that chronically lonely, situationally lonely, and non-lonely people differ on dyadic apprehension scores. Results also indicated that dyadic apprehension is related to affinity-seeking competence, while chronically lonely subjects were found to be poorer in routine enactments than were situationally lonely and non-lonely subjects. In summary, the relationship between loneliness and dyadic apprehension was supported, reconfirming the majority of previous research. The relationship between apprehension and loneliness is strong in the research, suggesting that individuals' levels of apprehension, specifically dyadic apprehension, should always be considered when treating for loneliness. (Tables of data are included.) (NKA)

ED 280 138 EA 019 241

Long-Range Plan of the State Board of Education for Texas Public School Education, 1986-1990.

Texas Education Agency, Austin.
REPORT NO.- TEA-GE7-730-01
PUB DATE- Jan 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Agency Cooperation; Board of Education Policy; College School Cooperation; Curriculum Development; Educational Equity (Finance); *Educational Improvement; Educational Innovation; *Educational Objectives; Elementary Secondary Education; *Government School Relationship; Instructional Improvement; *Long Range Planning; Mission Statements; Parent School Relationship; Program Development; School Community Relationship; School Districts; State Legislation; *State Programs; Student Needs; Student School Relationship; Teacher Effectiveness
IDENTIFIERS- *Texas

This monograph outlines the "Long-Range Plan" for Texas public schools, which was implemented by the state board of education in compliance with legislative mandate. The plan, to be reevaluated and updated each biennium, originated from the perceived needs of a diverse and changing demography. The report presents listings of state board members and program staff and a chronology of development from 1985 through January 1987. The mission of public education requires quality instruction, equitable opportunities for students, and system accountability for results. An outline of the plan's eight goals comprises the majority of the document. Each goal enumerates objectives; present and projected needs to attain objectives; actions by agencies (the state, regional service centers, districts, and universities); and expected results of objectives, needs, and actions. The eight goals are as follows: (1) student performance--all students will meet or exceed performance standards; (2) curriculum--a balanced curriculum will realize students' learning potential; (3) teachers and teaching--qualified teachers will be attracted and retained; (4) organization and management--the system will be productive and accountable; (5) finance--students will receive equitable financing; (6) parent and community involvement--these sectors will be partners in school improvement; (7) innovation--the instructional program will be continually improved; and (8) communications--educational interest groups will communicate consistently. (CJH)

ED 279 800 CE 046 459

Dunn, James
Machine Shop Grinding Machines.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 83
NOTE- 310p.; For related learning activity packets, see CE 046 460-462.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 3104: $4.00 in state, $20.00 out of state).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Secondary Education; State Curriculum Guides; *Trade and Industrial Education; Transparencies
IDENTIFIERS- Oklahoma

This curriculum manual is one in a series of machine shop curriculum manuals intended for use in full-time secondary and postsecondary classes, as well as part-time adult classes. The curriculum can also be adapted to open-entry, open-exit programs. Its purpose is to equip students with basic knowledge and skills that will enable them to enter the machine trade at the machine operator level. The curriculum guide includes three instructional units: introduction to grinding machines, surface grinding, and cylindrical grinding. Each unit consists of eight basic components: performance objectives (both unit and specific objectives), suggested activities for the teacher, information sheets (content essential for meeting the cognitive objectives, written in topical outline form and keyed to specific objectives), assignment sheets, job sheets (a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill), transparency masters, tests, and answers to tests and assignment sheets. (YLB)

ED 279 816 CE 046 477

Machine Shop I. Learning Activity Packets (LAPs). Section A--Orientation.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 84
NOTE- 46p.; For related documents, see ED 212 879 and CE 046 478-480.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0101--$4.00; slides and audiotapes--$32.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Industrial Arts; *Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- Oklahoma

This document contains two learning activity packets (LAPs) for the "orientation and safety" instructional area of a Machine Shop I course. The two LAPs cover the following topics: orientation and general shop safety. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 832 CE 046 494

McGhee, Barbara
Improving Productivity in Dietary Departments Workshop.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 69p.; For related documents, see CE 046 490-492.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Course Descriptions; Dietetics; *Dietitians; Food; *Food Service; *Health Facilities; Hospitals; Inservice Education; Learning Activities; Nutrition; *Occupational Home Economics; *Productivity; Staff Development; Workshops
IDENTIFIERS- *Diet Therapy; *Productivity Improvement

Instructional materials are provided for a workshop to enable participants to explain how productivity can be achieved through the practical use of performance standards and behavior changes. Another purpose is to enable participants to make changes by using methods that involve employees and thereby minimize employee resistance to change. Representative topics are productivity, productivity improvement, the change process, changing employee behavior, and recognizing employee achievement. Contents include information sheets with quick checks to test understanding, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

Retirement Forecasting. Evaluation of Models Shows Need for Information on Forecast Accuracy. Volume I. Report to the Chairman, Subcommittee on Social Security and Income Maintenance Programs, Committee on Finance, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-87-6A
PUB DATE- Dec 86
NOTE- 118p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--$2.00; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Interpretation; Decision Making; Income; *Mathematical Models; Older Adults; *Predictive Validity; Program Costs; Research Methodology; *Research Problems; *Retirement

The Government Accounting Office (GAO) reviewed 71 actuarial, behavioral, and economic models that are used for retirement forecasting, focusing on models of federal retirement program costs, civilian retirement decisions, and retirement income. GAO wished to determine to what extent the models have been documented, to what extent the models are updated and revised, and their forecasting accuracy. Of the 71 models GAO reviewed, 32 were program cost models, 35 were retirement decision models, and 4 were retirement income models. GAO found that documented models do exist for all three retirement outcomes and that considerable effort has been made in their development and maintenance. However, model forecasts are vulnerable in several areas, including the adequacy of model documentation, the frequency or recency of model maintenance, the existence of evaluative information on model validity, and the quality of model data. With regard to documentation, GAO found that while models in all three categories have been documented, the amount, completeness, and content of the documentation varies. With regard to model maintenance or updating, this occurs regularly for program cost models, infrequently for retirement decision models, and periodically for retirement income models. Therefore, for some models, projections are based on antiquated data. With regard to validity (forecasting accuracy), GAO found that there is a serious lack of published information for most models and little evidence that serious attempts at validation are being made. The GAO concluded that Congress may wish to provide additional guidance to federal agencies responsible for the development and maintenance of retirement forecasting models. (KC)

ED 279 900 CE 046 682

Wilson, Odell; And Others
Student Math Skills Reference Manual.
Southeast Community Coll., Cumberland, KY.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 86
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; *Arithmetic; Business Education; Computer Science; Learning Activities; *Mathematical Applications; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; Nursing Education; Office Occupations Education; *Problem Solving; *Review (Reexamination); Secondary Education; Study Guides; Trade and Industrial Education; Vocational Education

This mathematics support guide is intended for use by vocational students and instructors as a review of essential mathematics concepts and for problem-solving exercises in the vocations. It is designed to accompany the "Mathematical Skills Inventory," which tests mathematics skills, attitudes, and background. A section entitled Arithmetic Skills contains Review Notes and Problem Solving exercises in these areas: whole numbers, fractions, decimals, ratio, percents, and signed numbers. The Review Notes outline the fundamental steps in solving mathematics problems. These are presented as algorithms--a series of steps leading to the correct solution in a somewhat automatic way. The Problem Solving exercises give practice in each skill described. Problems are provided in these program areas: medical laboratory technician, mining technology, nursing, secretarial administration, business management, and computer technology. Three reference sections present introductions for a broad range of topics that are becoming more important in the vocational fields. They give students some of the vocabulary and concepts of modern mathematics and information processing. The sections are algebra (algebraic expressions, exponents in algebra, proportions in algebra, number sentences), concepts and problem solving (measurement, number forms, number theory, set theory, and graphs), and applications (metrics, calculators, computers, plane geometry, solid geometry). (YLB)

ED 279 913 CG 019 721

Thienhaus, Ole J.; Greschel, Jean
A Model of Nursing Interim Care.

PUB DATE- 15 Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Health Services; *Cost Effectiveness; Hospitals; *Intervention; *Nurses; Older Adults; *Psychiatric Services; *Psychotherapy

In an increasingly cost-conscious health care environment, average length of hospital stay has decreased. Although psychiatric inpatient treatment is largely exempt from the constraints of the Medicare diagnosis related groups (DRG's), length of stay for geropsychiatric hospital services has decreased also. A trend toward higher rates of early readmission and a greater probability of a more restrictive setting has been observed. Community mental health centers have apparently been overwhelmed by the needs of earlier discharged elderly persons. An intermediary program to carry the patient from hospital discharge to ongoing aftercare through a firm establishment of an outpatient therapeutic relationship at a psychiatric aftercare facility was undertaken utilizing nurse therapy. The goal of this intervention was to aid the former psychiatric inpatient in his transition to an outpatient psychiatric system. It was not intended to replace outpatient therapy, but to formalize a link between the helping networks. A preliminary evaluation has shown that the nursing intensive care model may have been a factor in the return to previous rates of recidivism and disposition. Although data demonstrating the impact of nursing interim care apart from other factors is needed, this nurse therapy model does provide continuity of care from hospital ward therapy through the clinic. (ABL)

ED 279 984 CG 019 793

Chastain, Garvin; And Others
Is the Word-Superiority Effect in Target Search Tasks Based on
Perceptual Confusions?

PUB DATE- 81
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; *Letters (Alphabet); Memory; *Orthographic Symbols; Recall (Psychology); *Recognition (Psychology); Retention (Psychology)
IDENTIFIERS- *Word Superiority Effect

It has been hypothesized that letters in orthographic strings (those that follow the rules of English) are more accurately identified than letters in nonorthographic strings because confusions about the positions of letters are more likely in nonorthographic strings. This hypothesis was tested by giving 16 college students a set of targets, one of which appeared in each three-letter string, and having subjects report the position of the target as well as its identity after each exposure. One-half of the subjects reported the position first. Thirty-two trigrams, one-half of which were orthographic, were each shown once per block in five different test blocks given to each of the subjects. The target was the first or last letter in each trigram. Performance was found to be much better on orthographic strings than on nonorthographic strings, and most of the difference occurred when the position of the target letter was reported correctly. When the position was misreported, identity errors still were slightly more frequent in nonorthographic strings. The results suggest that position errors are not a strong determinant of the word-superiority effect. (NB)

Marting, Janet
The Power of the Past: Inquiries into the Old Pedagogy.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Cognitive Development; Curriculum Development; Higher Education; *Instructional Improvement; Rhetoric; *Teacher Effectiveness; Teacher Role; Teaching Methods; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- New Rhetoric

Despite current process theories of composition, many teachers of writing still adopt traditional pedagogical approaches in the classroom. Under the "old pedagogy," correctness is valued over content, revision is approached as cosmetic change, formulaic rhetorical modes are taught before students set pen to paper, and the lecture is still the favorite instructional method. When teachers base their composition courses on what students will have to know to graduate or to enter other courses, they are saying that composition amounts to a university service course, that it is a primer for correctness. Instead of seeing student errors as a natural step in the process of learning to write, these teachers equate mistakes with lack of progress and, moreover, they fail to come to terms with the unsettled, transitory nature of language and writing. Composition teachers who view their discipline as a grammar or service course allow the curriculum to be set by members of other departments. On the other hand, composition teachers who create an environment in which students can write and respond to each other's writing, serve their students well. Consideration of cognitive development when determining composition curriculum is also within the student's best interest. The criteria the new rhetoricians have for effective student writing are different from those of past generations and, by challenging that past, process-oriented composition, teachers can make their own new, pertinent, and powerful history. (NKA)

ED 280 111 CS 505 562

Walker, James R.
Mediated Violence: The Contribution of MTV.
PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 7; Grade 11; *Mass Media Effects; Secondary Education; *Television Research; Television Surveys; *Television Viewing; *Violence
IDENTIFIERS- *MTV Audience Response

Noting that perceived violence in society has been found to be positively and significantly related to television viewing and especially related to the viewing of highly violent television, a study examined the relationship between MTV (Music Television) viewing and perceived violence in society. Subjects, 116 seventh grade students and 107 eleventh grade students, recorded their daily exposure to television for one week and completed a questionnaire to measure exposure to films and books during the previous two months. All programs, films, and books were categorized as either high violence or mild violence types; MTV was categorized as a high violence type. Results suggest that concern about the high levels of violence in music videos may be exaggerated. For the seventh grade students, MTV viewing was negatively and significantly related to the viewing of high violence television and the reading of high violence books and positively related to the viewing of mild violence films. For the eleventh grade students, MTV viewing was negatively related to viewing high violence action/crime television programs and positively related to mild violence daytime soaps and mild violence books. (A table of statistics is appended.) (SRT)

ED 280 151 EA 019 259

Jacoby, Monica
Promote "Connections" for Young Adolescents.
PUB DATE- Apr 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Adolescents; *After School Programs; Community Cooperation; Cooperative Programs; Elementary Secondary Education; Preadolescents; *School Community Programs; School Community Relationship

The emotional, social, intellectual, and physical needs of young people from 10 to 15 years old are being increasingly recognized in the schools, but the activities of these students after school are just beginning to be considered in terms of their effects on adolescents' academic and personal growth. Early in 1985, the University of North Carolina's Center for Early Adolescence embarked on a project titled "School Improvement and After-School Programs: Making the Connection." The center's staff members visited Detroit, Indianapolis, Louisville, Memphis, Pittsburgh, St. Louis, and San Antonio to discuss with school administrators and community leaders the benefits and problems of existing or potential collaborative efforts between schools and community agencies. Although each district's attitude was unique, the researchers found agreement that schools and community agencies can work effectively together, that establishing connections between schools and after-school programs can foster middle-grade students' educational and social development, that collaborative efforts can help adolescents become contributing members of their communities, and that these programs can also bring parents into the schools. The greatest barriers to these efforts involved money, transportation, facility use and staffing, parent support, and coordination. Examples from the districts illustrate creative efforts to resolve these difficulties. (PGD)

ED 279 846 CE 046 518

Copa, George H.; And Others
Re-Visioning Vocational Education in the Secondary School. Papers Presented at the Symposium (St. Paul, Minnesota, May 8-9, 1986).
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
PUB DATE- Dec 86
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; *Educational Needs; *Educational Philosophy; *Educational Planning; Educational Policy; Educational Trends; *Futures (of Society); Policy Formation; Quality of Life; Secondary Education; Statewide Planning; *Vocational Education

This document contains five papers presented at a symposium designed to identify and discuss implications of nationwide perspectives and research studies on vocational education. Following an introduction that explains the context of the presentations, the following papers are included: "Improving Secondary Vocational Education" (Harry F. Silberman), Discussion (Nan Skelton and Wes Tennyson); "Work, Vocational Studies, and the Quality of Life" (Arthur G. Wirth), Discussion (Cliff Helling, Frank Kenney, and Helen Henrie); "Major Issues in Vocational Education in the Year 2000" (Marvin Feldman), Discussion (Tom Peek, Gen Olson, and Frank Starke); "Beyond Tinkering: Reconstructing Vocational Education" (Jeannie Oakes), Discussion (William Gardner, Dayton Perry, and Jan Hively); and "Occupationally Specific Training in High School" (John H. Bishop), Discussion (Gordon Swanson, Daniel Mjolsness, and Don Szambelan). The final chapter, "Making Vocational Education Better for Students," presents a summary of the themes raised by symposium participants and presenters and a closing perspective providing recommendations for action. Symposium participants and program are listed in an appendix. (KC)

ED 279 928 CG 019 737

Pulskamp, Brenda

A Model for Mother and Child Counseling Intervention.

PUB DATE- Feb 87
NOTE- 42p.; Paper presented at the National Center for Clinical Infant Programs Regional Conference, Los Angeles, CA, February 20-22, 1987.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; Children; *Communication Skills; Counseling Techniques; Intervention; *Modeling (Psychology); *Mothers; *Parent Child Relationship; *Parenting Skills; Parents

Until recently there has been little effort to train parents in specific positive skills of child-rearing. For most parents, parenting is the most difficult job experienced, with the least amount of preparation. This is especially true for high risk parents. A counseling intervention program was implemented for parents to learn improved communication skills when interacting with their children. The program consisted of four meetings per week, held in a playroom and attended by mothers and children. Children ranged in age from 2 to 6 years. Increased interaction time, increased positive interactions, increased positive physical responses, and decreased directives were taught through participation and role modeling. An at-home 5-minute play period each day in which class skills were practiced and recorded by the mothers reinforced the new techniques. A total of 33 parents participated, 11 of whom met the evaluation criteria of attending three of the four meetings. Mothers reported increased interaction time, improved contact time between parent and child, increased positive physical responses, and decreases in directives. Parents suggested that their children's behavior showed some improvement. (A literature survey and references are included.) (ABL)

ED 279 971 CG 019 780

Galbraith, Michael

The Comparative Importance of Relationship Oriented vs. Nonrelationship Oriented Factors for Men in the Nontraditional Employment of Nursing.

PUB DATE- Jan 87
NOTE- 40p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Employee Attitudes; *Individual Characteristics; Interpersonal Relationship; *Job Satisfaction; *Males; *Nontraditional Occupations; *Nurses; Nursing; Work Attitudes

Although much attention has been focused on women moving into work roles traditionally held by men, men who work in a profession or occupation with a high proportion of women essentially have been overlooked. Questionnaires were completed by 61 male alumni from a school of nursing in a study which attempted to: (1) describe demographic characteristics of respondents; (2) develop reliable measures to test the hypothesis that men pursuing nontraditional careers find relational aspects of their work more important than financial, power, or prestige aspects; (3) compare responses from career and job instructional sets; (4) determine what demographic variables relate to men in nontraditional employment; and (5) identify, through open-ended questions, reasons that men work in nontraditional careers. The measures were determined to have adequate internal reliability using Chronbach's alpha. A factor analysis supported that the combined scales contained in the measure were responding to two distinct concepts. There was support for the hypothesis that men in the nontraditional role of nursing found the relational aspects of their job more important than the money, power, or prestige. There was little difference between the respondents' view of their career and their specific job. No patterns emerged from the analysis of the demographic data. Responses to the open-ended questions indicated that men in nursing liked relating to patients and peers yet had concerns regarding job security and job satisfaction. (Four pages of references and nine data tables are included.) (Author/NB)

ED 280 084 CS 210 403

Reither, James A.
What Do We Mean by "Collaborative Writing" (And What Difference Might It Make)?
PUB DATE- 20 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Higher Education; Peer Relationship; Teamwork; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Writing; Rhetorical Community

The term "collaborative writing" is a broad term, but should not be confused with coauthorship. Defining collaborative writing as merely coauthoring suggests that students continue producing texts for texts' (and evaluations') sake, whereas defining collaborative writing as community writing implies that students use language and texts to make meaning and community together. Assignments cannot be made "collaborative" or social merely by having students coauthor them. In a collaborative writing effort, individual members of the group gather relevant information and ideas, which are then contributed to the group project. Whatever a group member finds must be presented in such a way that it can become the property of the group. Each piece of information must be: (1) in writing, (2) photocopiable, and (3) comprehensible to and usable by the rest of the group. When involved in collaborative writing, students become engaged in a sequence of textual experiences governed by real purposes, projects, and audiences--situations that require and thus motivate learning writing to carry out individual and communal impulses to come to know, inform, and influence. (AEW)

ED 280 164 EA 019 273

Private Schools and Private School Teachers: Final Report of the 1985-86 Private School Study. Contractor Report.

Westat, Inc., Rockville, MD.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-87-346c
PUB DATE- Mar 87
NOTE- 149p.
CONTRACT- 300-85-0212
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment Influences; *Institutional Characteristics; *Private Schools; Public Schools; Regional Characteristics; Religious Education; School Demography; School Organization; Statistical Analysis; *Teacher Attitudes; *Teacher Characteristics; Teacher Recruitment; Teacher Salaries; Teacher Student Ratio; Teaching Conditions; *Trend Analysis

This report updates information on private schools and provides nationally representative data on private school teachers. Two separate questionnaires were administered, one collecting information on school characteristics from administrators in a nationally representative sample of 1,174 private schools, and the second collecting information from a representative sample of 5,295 teachers among the sampled schools. Linking teacher data with school characteristics increased the utility of information gathered. Data are presented in 49 tables, 4 figures, and 2 appendices. School information is compared with previous study years and with data gathered from studies of public institutions. School findings are discussed concerning private elementary and secondary schools, school characteristics, staffing, and availability of programs and services. Teacher findings are discussed in terms of characteristics, compensation, teaching and nonteaching activities, training and assignment, class size and homework assignments, and teacher attitudes. Summary statistics on private shcool teachers include the following: of the 404,000 teachers in private schools, 46 percent teach in Catholic schools, 32 percent teach in other religious schools, and 23 percent teach in nonsectarian schools. About three out of four are female, and most are white. Nearly one in three has either a master's degree or Ph.D. The mean base salary of private school teachers is $14,400; those in private secondary schools receive the highest ($17,100), whereas private elementary school teachers receive the lowest ($12,900). The appendices contain the survey methodology and the school and teacher questionnaires. (CJH)

ED 279 817 CE 046 478

Machine Shop I. Learning Activity Packets (LAPs). Section B--Basic and Related Technology.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 84
NOTE- 249p.; For related documents, see ED 212 879 and CE 046 477-480.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500

West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0102--$22.00; slides and audiotapes--$258.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Blueprints; Industrial Arts; *Instrumentation; *Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Mathematical Applications; Measurement; *Measurement Equipment; *Measurement Techniques; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- Oklahoma

This document contains eight learning activity packets (LAPs) for the "basic and related technology" instructional area of a Machine Shop I course. The eight LAPs cover the following topics: basic mathematics, blueprints, rules, micrometer measuring tools, Vernier measuring tools, dial indicators, gaging and inspection tools, and materials and cutting fluids. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 833   CE 046 495

Sharpton, James L.
Child Care for Home and Community Services. Student Material.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84

NOTE- 263p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 3015).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Caregivers; *Child Care Occupations; Creativity; *Day Care; *Disabilities; Discipline; Guidance; Health; Learning Activities; *Occupational Home Economics; Safety; Sanitation; Secondary Education; Self Concept; State Curriculum Guides; Transparencies
IDENTIFIERS- Special Needs Groups

This curriculum guide provides materials for an eight-unit course in child care for home and community services. The units cover (1) orientation to child care services; (2) health, safety, and sanitation; (3) guidance and discipline; (4) infant care; (5) toddler care; (6) preschool-age care; (7) fostering creativity through play; and (8) self-concept needs and activities for special needs children. Components of each unit include unit and specific objectives, information sheets (content outline), assignment sheets, and job sheets. Unit 7 also contains transparency masters. Tests for each of the eight units are also provided. (YLB)

ED 279 874 CE 046 607

Heating, Air Conditioning and Refrigeration. Vocational Education Curriculum Guide. Industrial and Technical Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Feb 87
NOTE- 153p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; *Competency Based Education; *Course Content; Educational Resources; Fuel Consumption; Fuels; *Heating; Job Skills; Lesson Plans; Postsecondary Education; *Refrigeration; Secondary Education; State Curriculum Guides; Teaching Methods; Thermal Environment; Trade and Industrial Education; Units of Study; Ventilation; Vocational Education
IDENTIFIERS- *West Virginia

This curriculum guide contains 17 units that provides the basic curriculum components required to develop lesson plans for the heating, air conditioning, and refrigeration curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: tubing, fitting, soldering, and brazing; basic compression refrigeration; domestic refrigeration; introduction to electricity; electrical components; electric motors; wiring diagrams; window air conditioners; residential and commercial air conditioning; commercial industrial air conditioning; commercial refrigeration; gas heating; oil heating; electric heating; heat pump, solar, and hydronics; dehumidifiers and humidifiers; and heat gain, heat loss, and duct design. (KC)

ED 279 943 CG 019 752

Meese, Edwin, III

Charles W. Hartman Memorial Lecture. Delivered by the Honorable Edwin Meese, III, Attorney General of the United States at the University of Mississippi.

Department of Justice, Washington, D.C.
PUB DATE- 19 Mar 87
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Drug Abuse; *Federal Courts; *Federal Programs; *Illegal Drug Use; Personnel Policy; Pharmacists; Prevention; Role Models; *School Responsibility; *Teacher Responsibility
IDENTIFIERS- *Drug Testing

In addressing the problem of drugs, Reagan Administration efforts focus on both the supply and the demand of drugs. One problem, the diversion of legal drugs into the illegal market, can be accomplished by pharmacists, drug manufacturers and distributors, or by forged or fraudulent prescriptions. Pharmacists can combat this problem by self-policing and by providing drug education to the public. The federal government's efforts to curb the supply of illegal drugs have involved the Drug Enforcement Administration, the Organized Crime Drug Enforcement Task Forces, United States Attorneys, the Federal Bureau of Investigation, and at the international level, the Central Intelligence Agency, United States Customs, and the Coast Guard. Drug misuse is an especially serious problem in schools. In New York, the Patchogue-Medford Board of Education requires probationary teachers to take a drug test as a condition of tenure. Teachers who have challenged this requirement as a violation of the Fourth Amendment have been supported by lower New York state courts. The United States Department of Justice, however, views freedom from drugs as a valid condition of employment for school teachers. Drug testing has been upheld when applied to race-track jockeys, prison guards, transportation workers, and to others whose jobs may impact public safety. Teachers, as role models for students, must present drug-free examples for students to follow, and schools must take a leadership role in the fight against drugs. (NB)

ED 279 957 CG 019 766

Papini, Dennis R.; And Others
Higher Education and Cognitive Developmental Changes in Adulthood: An
Integration of Logic and Experience.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Convention of the
Southwestern Psychological Association (33rd, New Orleans, LA,
April 16-18, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adults; Adult Students; *Age
Differences; Aging (Individuals); *Cognitive Development;
*Experiential Learning; Higher Education; *Logical Thinking;
*Nontraditional Students

One of the issues facing educators is the increasing number of nontraditional students appearing in the college classroom. Recent conceptualizations of adult reasoning have suggested that there are qualitative differences in reasoning from young to late adulthood. The objective of this study was to examine cognitive differences rather than deficits among adult learners. Twenty-five young adults (mean age 19.8 years), 23 middle-aged adults (mean age 34.8 years), and 22 older adults (mean age 66.5 years) were presented with 12 problems which provided three types of interpretative context: (1) little interpretative context (formal tasks); (2) a richer context which described marital relations and work (adult relevant tasks); and (3) a rich context which described retirement, relocation, etc. (older adult relevant tasks). Subjects were asked to provide information related to the perceived relevancy of each problem to their own lives. Demographic information was also obtained in order to assess health, education, marital status, income, and life style. Qualitative level scores were assigned by two independent raters. The scores assigned for each task type were then examined by separate stepwise multiple regression analyses. In general, the analyses indicated that subjects who were male, older, and had more education were more likely to respond at a higher level than were other subjects. These results suggest educational implications for the college classroom which increasingly includes individuals of diverse ages and backgrounds. (Author/NB)

ED 279 985 CG 019 794

Neely, Margery A.
Decisions of Student Affairs Administrators: Ethical or Legal Basis?
PUB DATE- 16 Mar 87
NOTE- 12p.; Paper presented at the Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Compliance (Legal); Confidentiality; Court Litigation; Decision Making; Educational Malpractice; *Ethics; Higher Education; *Legal Problems; *Moral Development; *Student Personnel Services; Student Rights

In higher education, trends in student affairs administration have gone from an "obedience" stage through a "due process" stage and back to a contractual "law and order" stage. Today, being an agent of the institution means paying attention to legal implications because of the threat of lawsuits. The Ethics section from a Council for Advancement of Standards for Student Services/Development 1986 newsletter lists ethical standards covering: (1) confidentiality; (2) the Family Educational Rights and Privacy Act regarding student records; (3) human subjects research; (4) fair access to services; (5) conflict of interest; (6) handling of funds; (7) sexual harassment; and (8) limits of expertise. While the Family Privacy Act and sexual harassment law are legal regulations, the other standards are also legal issues, seated in regulations, statutes, or case law. It remains to be determined whether adherence to laws and orders that have a liberal orientation is the same as having higher order moral development, whether it is ethical to call legal guidelines "Ethics," and whether Kohlberg's hierarchy of moral development has relevance in an era when exposure to the larger society as the experiential base for developing principled behavior is confounded by exposure to the liberal laws of the larger society. (NB)

ED 280 000 CS 008 702

Tutolo, Daniel
The Changing Role of the Reading Specialist.
PUB DATE- Feb 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Practices; Educational Trends; Elementary Secondary Education; Leadership Responsibility; *Reading Consultants; *Reading Instruction; *Reading Teachers; Remedial Instruction; *Remedial Reading; *Resource Staff; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Educational Leadership

The role of special reading teachers is currently in flux, as local education agencies expect them to work increasingly with other teachers and parents and consequently provide less direct instruction for students. Historically, reading specialists taught disabled readers since it was hypothesized that their special training in reading diagnosis would lead to more successful instruction than was available in the regular classroom. But empirical studies questioned this advantage, and researchers discovered that most children in special reading programs were not disabled readers but slow learners. Now, specialists instruct fewer children directly, and instead coordinate formal diagnosis for the entire staff, as well as conducting inservice sessions to release teacher potential. Some of the following functions will emerge as responsibilities: (1) coordinating materials selection committees; (2) assisting in setting, modifying and evaluating program goals; (3) coordinating instruction for students with varied linguistic backgrounds; and (4) working directly with classroom teachers to introduce new methodologies--the most crucial function. Reading specialists should now be identified as reading resource teachers because their primary role has shifted from teaching students to aiding teachers. Such a resource person must stop thinking exclusively as a classroom teacher, develop leadership competence, balance theory and practice, as well as plan for overall schoolwide change in reading procedure. (NKA)

ED 280 014 CS 008 754

Mikulecky, Larry; Adams, Susan McIntyre
The Relationship of Extreme Attributional Styles (Learned Helplessness) to Metacognitive Reading Behaviors of College Students on Academic Probation.
PUB DATE- Dec 86
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Probation; *Attribution Theory; *Behavior Patterns; College Students; *Helplessness; Higher Education; Measurement Techniques; *Metacognition; Psychological Characteristics; *Psychological Patterns; Reading Ability; Reading Achievement; *Reading Processes; Reading Research; Reading Skills
Employing measures of attributional styles and metacognitive reading behaviors, a study investigated whether a relationship exists between passive reading behaviors and extreme attributional styles (learned helplessness) in college students on academic probation. Attributional style and metacognitive strategies exhibited while reading college text material were assessed for 75 probationary students of average reading ability. First, however, an attributional styles questionnaire and a metacognitive behavior scale had to be developed. Although findings revealed no statistically significant relationship between the two variables, they did show a tendency for subjects marked "low" on metacognitive reading behaviors to be rated "external" and "internal" in attributional styles at approximately 1.5 times the expected rate (i.e., to score in the top or bottom 10% on the attributional styles questionnaire). In addition, results indicated that subjects demonstrated significantly fewer metacognitive reading behaviors and exhibited more extremely external attributors than the regularly enrolled population. (Author/JD)

ED 280 028 CS 210 325

Morgan, Lorraine; And Others
Pushing the Write Button: Writing-across-the-Curriculum.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; *Content Area Writing; Higher Education; *Interdisciplinary Approach; Peer Evaluation; *Program Development; Science Instruction; Speech Skills; Writing Evaluation; *Writing Instruction
IDENTIFIERS- Stanford University CA; *Writing across the Curriculum

In 1984 the Human Biology program at Stanford University launched a writing across-the-curriculum project with a year-long writing-intensive introductory class. The immediate objectives were to (1) develop students' writing fluency by demanding more writing, (2) improve the quality of all student writing by increasing attention to the writing process and to written work, and (3) help students understand that writing is a valuable way to analyze and deepen knowledge of course content. During the first year the program secured space for a writing resource center where the writing assistants could confer with students, teaching assistants, and faculty. Ways to develop students' speaking capabilities were also explored, and the program focused on developing a learning resource center. The Human Biology program also purchased video equipment to use in making pilot training tapes. The program has documented evidence that it is making a difference in student performance on essay examinations and in written assignments. Because Human Biology is an interdisciplinary program, it exemplifies how writing can be integrated across the curriculum. (AEW)

Lindemann, Erika
Longman Bibliography of Composition and Rhetoric, 1984-1985. Longman Series in College Composition and Communication.
REPORT NO.- ISBN-0-582-28376-0
PUB DATE- 87
NOTE- 318p.
AVAILABLE FROM- Longman Inc., 95 Church St., White Plains, NY 10601 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *English Curriculum; Higher Education; *Instructional Materials; Integrated Activities; Language Skills; Literature; Measurement Techniques; *Rhetoric; *Teacher Education; Teacher Role; Teaching Methods; Textbooks; Theory Practice Relationship; Vocabulary Development; *Writing Evaluation; *Writing Instruction

Part of an annual series offering teachers and researchers a list of scholarly writing on English and its teaching, this volume cites over 3,800 titles drawn from publishers, periodicals, Dissertation Abstracts International, and the ERIC database. The volume lists each work once, annotates all citations, provides cross references when appropriate, and indexes all authors and editors. The titles are organized into the following categories: (1) bibliographies and checklists; (2) theory and research; (3) teacher education, administration, and social rules; (4) curriculum; (5) textbooks and instructional materials; and (6) testing, measurement, and evaluation. (FL)

ED 280 058 CS 210 371

Perdue, Virginia
Confidence vs. Authority: Visions of the Writer in Rhetorical Theory.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Classroom Environment; Educational Practices; Freshman Composition; Higher Education; Rhetorical Invention; Student Attitudes; Student Role; Student Writing Models; Teacher Role; *Teacher Student Relationship; Teaching Methods; Textbook Content; *Theory Practice Relationship; Writing Apprehension; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness; *Rhetorical Theory

By building up the confidence of student writers, writing teachers hope to reduce the hostility and anxiety so often found in authoritarian introductory college composition classes. Process oriented writing theory implicitly defines confidence as a wholly personal quality resulting from students' discovery that they do have "something to say" to readers. However, the social dimension of the writing act is lost in such a formulation. The text's authority derives from the writer's imagination, but it does so because the writers have a privileged relationship with the world, a relationship that gives them access to and influence with an audience. But this does not hold true for student writers in writing classrooms, where students consider the teacher the owner of their writing. Writing teachers wish the students to be creative but within the limits of a specified writing assignment, due date, and topic. The current crop of writing textbooks adds to the conflict by either glorifying the ability to write or by reducing it to a physical skill anyone can learn (like skiing). Peer group revision, journal writing, portfolios of student writing samples, and revision after turning in the paper are all methods that build personal confidence and social authority--all help dilute the concentration of authority in the teacher and give students a stake in what goes on both in the classroom and in their own writing. (NKA)

ED 280 098 CS 505 540

Carlson, A. Cheree; Hocking, John E.
"A Message for My Brother": The Vietnam Veterans' Memorial as Rhetorical Situation.
PUB DATE- 10 Apr 87
NOTE- 24p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catharsis; Content Analysis; Death; Discourse Analysis; *Grief; *Interpersonal Communication; Letters (Correspondence); *Rhetoric; *Rhetorical Criticism; *Symbolism; Veterans
IDENTIFIERS- *Rhetorical Situation; *Vietnam Veterans; Vietnam War; War Memorials

An examination of letters left at the Vietnam Veteran's Memorial in Washington, D.C. between November, 1984 and April, 1986 revealed that the memorial serves as a rhetorical situation that urges its visitors to eloquence. The memorial is an excellent proving ground for situational theory because the interaction of site and perception is vital to the communication created by the rhetor/audience. The memorial consists of two walls of granite in a v-shape, inscribed with the names of those who died in the Vietnam War. Those who leave messages at the memorial treat it as a commemoration, a gravesite, a spiritual medium, and an apology to the dead. The motivation behind visitors' responses seems to be a search for healing; each rhetor is searching for some form of peace. Visitors are moved to eulogize the dead in ways that personalize the memorial. The messages left behind suggest that for many, visiting the memorial is cathartic. And for some, the messages and the memorial serve as a medium for speaking to the dead. Finally, visitors use their messages to apologize for being alive when a friend is dead. The responses arise from each visitor's subjective needs, but the memorial serves as a rhetorical situation transforming these internal responses into rhetoric. (SRT)

ED 280 126 CS 505 593

Conville, Richard L.
Change and Stability in Relationships and Society.
PUB DATE- May 86

NOTE- 55p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communication Research; *Interpersonal Communication; *Research Problems; *Social Change; *Social Development; *Social Influences; Social Theories
IDENTIFIERS- Relational Communication; *Stability (Social Relationships)

Focusing on the consideration of societal and developmental contexts in interpersonal communication research, this essay addresses two common problems: (1) that studies of dyadic communicative interaction do not refer to the larger issues of social change and stability, as if the macro- and micro-levels of analysis can be treated in isolation; and (2) that interpersonal communication studies do not refer to the history of the relationships concerned, thus divorcing them from their developmental context. Two general axioms of relational development suggesting a different view of interpersonal communication are advanced: that society as we know it would not exist were it not for relational change, and that an interstage transition occurs between relational states. An interdependence is said to exist between stability of the social structure and relational development at the dyadic level. The paper also argues that relational change is the central concept necessary for connecting the micro- and macro-levels of social process. Two qualitative case studies of relational development are then presented to support these theoretical positions and to demonstrate the links between interpersonal and social processes. These studies rely on the structural theory of Paul Ricoeur and Claude Levi-Strauss and on the social theory of Anthony Giddens for analysis and interpretation. Notes and figures are appended. (JD)

ED 279 787 CE 046 047

Cooperative Member Education Campaign. Instructions to Learning Group Leaders and Hand-Outs to Learning Group Participants. Course One. Getting Started.

Ministry of Lands, Resettlement and Rural Development, Harare (Zimbabwe).

PUB DATE- Nov 84

NOTE- 145p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Education; *Collective Settlements; *Cooperatives; *Developing Nations; Foreign Countries; Groups; *Participative Decision Making

This booklet contains most of the materials needed by the learning group leaders and group participants in Zimbabwe's Cooperative Member Education Campaign. The 10 meetings in this course focus on cooperatives. Detailed instructions for learning group leaders present specific suggestions for conducting the meetings, including what to say, questions to ask, and activities to conduct. Handouts for participants are provided as needed. Topics of the 10 meetings are the following: This Cooperative Member Education Campaign: What It Is About, The Meaning of Cooperation, Different Sorts of Cooperative, More about Different Sorts of Cooperative, Cooperative Activities, How to Choose the Best Activity, Cooperative Organization, Cooperative Benefits--Inputs and Transport, Cooperative Benefits--Production and Marketing, and Ourselves. (YLB)

ED 279 801 CE 046 460

Learning Activity Packets for Grinding Machines. Unit I--Grinding Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 83

NOTE- 102p.; For related teacher's guide and packets, see CE 046 459-462.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0312--$6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Pretests Posttests; *Safety; Secondary Education; *Trade and Industrial Education

IDENTIFIERS- Oklahoma

This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the first unit of this curriculum guide. Its purpose is to aid the student in attaining a working knowledge of this area of training and in achieving a skilled or moderately skilled competency level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to identify types of grinding machines, to name the basic parts of the surface and cylindrical grinder, and to state the safety rules for operating grinding machines. Five tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment sheets, and answer keys for the pretest and assignment sheets. (YLB)

ED 279 860 CE 046 549

Project SEED, 1984-1985. Final Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Career Development; Career Education; Counseling Services; Daily Living Skills; *Dropout Programs; *Early Parenthood; *High School Equivalency Programs; *Job Skills; *Job Training; Pilot Projects; Secondary Education; Vocational Education; Youth Programs
IDENTIFIERS- *Project SEED

The Adult Education Services for Teenage Parents program, funded by the Job Training Partnership Act and the State Education and Employment Demonstrations (SEED), was a pilot program designed to provide educational training, job readiness training, and support services for students 16 to 19 years old who had left school. Young parents were to be referred by the General Social Services Agency (GSS), given educational assessments, and grouped according to reading level. They were to receive a stipend for transportation and child care. The program, which served 37 students, had some limited success. The educational and child care components and the transportation subsidy were implemented. Teachers generally looked upon the program favorably and identified strongly with the program goals. Students looked on the program favorably and judged that their basic skills and knowledge of useful occupational skills increased over the course of the program. Six participants passed the General Equivalency Diploma (GED) exam. Problems were poor articulation between GSS and SEED, late receipt of funds for carfare and baby sitting, and lack of data needed to measure the achievement of program objectives. (YLB)

ED 279 888 CE 046 630

Jenkins, Sandra; Dennis, Pamela
Food Service Curriculum for High School Grades 11 & 12.
Manchester Community Coll., Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 25 Jul 86
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administration; *Cooking Instruction; Curriculum Guides; Equipment Utilization; *Food Service; *Foods Instruction; Grade 11; Grade 12; High Schools; Learning Activities; *Nutrition Instruction; *Occupational Home Economics; Public Relations; Safety; Sanitation; Secondary Education

This curriculum guide is designed to provide a comprehensive educational base for food service programs. It is suitable for use in one- or two-year programs, although instructors in one-year programs will have to be selective in choice of topics. The guide is divided into 14 curriculum topics. Each topic area includes student competencies; a listing of content topics; a list of learning experiences; a listing of teacher materials, such as filmstrips, films, computer applications, and pamphlets; and reproducible handouts. These handouts include informative material and student activities (check lists, pretests, questions for guidance). The 14 topics are as follows: orientation to the food service industry; safety; sanitation; culinary terms; weights, measures, and recipes; equipment; nutrition; menu and meal planning; customer service; principles of cookery; management--leader effectiveness; management--food service controls; management--purchasing, receiving, storage; and management--sales and public relations. Appendixes list sources of additional teaching materials and are a reference for trade journals, professional organizations, texts, and addresses. (YLB)

ED 279 914 CG 019 722

McFadden, Emily Jean
Counseling Abused Children.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 123p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Child Abuse; Child Neglect; Children; *Counseling Techniques; Counselors; *Family Counseling; Family Problems; Group Counseling; *Parent Child Relationship; Sexual Abuse

This guide on counseling abused children was written to help counselors meet the needs of children and adolescents and to provide ways of working with the child's family. Chapter 1 presents an overview of child maltreatment by identifying types of maltreatment (neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect) and discussing concerns for the counselor. Chapter 2 describes approaches a counselor may use to identify and assess child maltreatment, including interviewing children, adolescents, and parents; identifying signs of maltreatment; recognizing parental indicators of the potential for maltreatment; and recognizing interactional indicators. Chapter 3 concerns reporting maltreatment and protecting the child. This chapter addresses the issues of confidentiality and liability and explains the investigation that may take place after a report is made. The fourth chapter discusses a team approach to counseling abused children and describes a comprehensive approach to helping families. Chapter 5 discusses counseling the individual child, chapter 6 describes counseling abused children in groups, and chapter 7 concerns counseling abusive parents. References and a list of resources for counselors are included. (NB)

ED 280 072 CS 210 387

Schryer, Catherine Foy

Evaluation as Dialogical Praxis.

PUB DATE- 20 Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Evaluation Criteria; *Evaluation Methods; Protocol Analysis; Teacher Student Relationship; Teaching Methods; *Teaching Models; *Theory Practice Relationship; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- *Freire (Paulo); Writing Workshops

In "The Politics of Education" Paulo Freire considers writing evaluation to be the expression of educational ideologies. An examination of the scholarly writing in composition and rhetoric research shows a division between formative or process evaluation and summative or product evaluation, with advocates for each side. As readers, composition instructors attempt to construct students' texts--projecting on to those texts expectations, knowledge of codes, and normative beliefs regarding texts. Freire advocates that the evaluator and the learner join in evaluation, thus establishing distance from the work under consideration and achieving one of the central goals of education--demystification of inherently ideological codes. Freire's ideas were tested in writing workshops, with several important benefits: (1) evaluation became a dialogue between writers and readers, wherein reading and writing were viewed as cogenerative activities; (2) commentators never wrote directly on the students' papers, leaving the writers with authority over their texts--a dialogical model; (3) after each reader protocol session, reader expectations became clearer; and (4) reader protocols allowed the evaluator to render some particular biases less opaque and more open to question by the students. Studies show that such evaluation could eventually be viewed as a dialectical process, a transactional event between students and teachers (readers and writers), and an exploration of summative criteria as a formative process. (NKA)

ED 280 112 CS 505 563

Singletary, Michael W., Ed.

Selected Works from the Proceedings of the Annual Communications Research Symposium (9th, Knoxville, Tennessee, April 10-11, 1986). Vol. 9.

Tennessee Univ., Knoxville. Coll. of Communications.

PUB DATE- Aug 86
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; *Audience Analysis; Censorship; *Communication (Thought Transfer); *Communication Research; *Consumer Economics; Film Criticism; *Mass Media Effects; News Reporting; Recruitment; Religious Factors; *Research Methodology; Research Reports; Student Research; Surveys
IDENTIFIERS- Audience Response

Featuring 11 articles of original research, this collection presents selected works from the proceedings of the ninth Annual Communications Research Symposium. Following are the titles and authors of the articles included: (1) "Issues in Inferring Media Effects from Surveys" (S. H. Chaffee); (2) "Expectancy Value Theory and Multidimensional Scaling: Audience Perceptions of Campaign Coverage" (R. E. Hurd; M. M. Miller); (3) "The Coorientation Model as a Measure of Organizational Image" (N. Browning); (4) "Voluntary Censorship: Government Control of Information during World War II" (G. C. Johnson); (5) "Effects of Film Criticism on Audience Interest, Attendance, and Evaluation" (D. P. Badger); (6) "Patterns of Consumer Interest in Specialized News" (T. Blick; H. H. Howard; J. P. Quarles); (7) "Dogmatism and Intrinsic Religious Orientation as Predictors of Good News/Bad News Preference" (J. L. Hoyer); (8) "Galileo Methodology in Planning Information Campaigns for Recruiting Students to the College of Communications" (E. L. Brannon; M. M. Miller); (9) "What Can Be Learned from a Secret Newsletter about a Secret Army Detachment in a Secret City in Tennessee" (J. N. Adamson); (10) "10, 9, 8, 7.....Ranked Criteria Important in Leading University Journalism Programs" (R. C. Kochersberger, Jr.); and (11) "Professionalism and Page-One Content of Tennessee Dailies" (M. W. Singletary; N. Turgeon). (JD)

ED 280 139 EA 019 242

Berman, David M.

Educational Reform in *Postwar Japan*: A Case Study of the High School Entrance Examination in Chiba Prefecture.

PUB DATE- 14 Mar 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Acculturation; Case Studies; Cultural Influences; *Educational Change; Educational Objectives; Foreign Countries; Government School Relationship; Modernization; *National Programs; Politics of Education; *School Readiness Tests; Secondary Education; Social History; Social Science Research; Social Stratification; Social Values; *Sociocultural Patterns; Student School Relationship; Track System (Education); Traditionalism; *Vertical Organization
IDENTIFIERS- Functional Integration; *Japan

In structure and in function, the Japanese high school entrance examination--as exemplified by data from Chiba prefecture in 1986--survives as a prewar hierarchical cultural pattern. Postwar American occupation reforms offered "democratic education" in the form of a single-track system with 9 years of compulsory schooling; such a system, ideally, increases educational opportunities. In practice, however, entrance examinations make the system function in the same fashion as the prewar multitrack system. Examinations stratify high school populations into hierarchies; in Chiba, the implicit distinction between those of higher and lower quality is explicitly seen in quantitative ranking based upon examination scores. Examinations promote prefectural level stratification because administrators use the entrance examination to organize secondary education. Educators follow prefectural policy--their careers depend upon students' examination success. The high school entrance examination thus determines emphasis of a particular junior high school on the one hand, and a stratified senior high school population on the other. Education is functionally integrated at the secondary level in that everyone associated with education in the prefecture derives success from performance in relation to the entrance examinations. It is agreed that the purpose of education is to prepare the student to pass the entrance examination. Consensus about this measure of success allows education to function without dissonance. Ideology is accordingly harmonious with a system that integrates American educational structure into the traditional Japanese cultural context. Data from schools are presented; six reference pages conclude the report. (CJH)

ED 280 152 EA 019 261

Venters, Tommy R.; Schoppmeyer, Martin W.
The Effect of Statewide Reassessment and Millage Rollback on School Finance in Arkansas.
PUB DATE- 10 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the National Education Finance Association (Chicago, IL, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assessed Valuation; *Change Strategies; Constitutional Law; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Problems; Problems; *Property Appraisal; *Property Taxes; *State Legislation; Tax Rates
IDENTIFIERS- *Arkansas

Amendment 59 to the Arkansas Constitution established three kinds of taxable property (real, personal, and utility) and prescribed different reassessment and millage rollbacks for each. This has led to a lack of revenue growth from any source except real property. Because more funds are needed to implement new state standards in the schools, 12 solutions have been suggested for changing the effect of the rollback on personal and utility property. Some of these suggestions are to (1) repeal Amendment 59; (2) classify property; (3) classify property, but remove household goods from tax rolls; (4) create a scheduled reduction in personal property millage; (5) combine real and personal property millages in each school district on the same ratio that exists between real and personal property; and (6) classify both utility and carrier personal property as personal property. Most suggestions would require another constitutional amendment. The most viable solution is to let the provisions of the law take effect and provide new revenue to make up the lack of funds. Other states should: (1) avoid temporary classification of property, if possible; and (2) avoid making a complex rollback plan part of the state constitution. Advantages and disadvantages of each suggestion are listed. (IW)

ED 279 847 CE 046 519

Kahler, Alan A., Ed.
Seeking Solutions for Tomorrow's Challenges. Proceedings of the Annual National Agricultural Education Research Meeting (13th, Dallas, Texas, December 5, 1986).
American Association of Teacher Educators in Agriculture, St. Paul, Minn.; American Vocational Association, Alexandria, VA.
PUB DATE- 5 Dec 86
NOTE- 348p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Agribusiness; *Agricultural Education; Educational Change; Educational Needs; *Educational Research; Extension Agents; Inservice Teacher Education; Job Satisfaction; Leadership; Microcomputers; Needs Assessment; Nontraditional Occupations; Postsecondary Education; Secondary Education; Student Organizations; Student Teaching; Supervised Farm Practice; *Teacher Attitudes; *Teacher Education; Teacher Effectiveness; Teaching Methods; *Vocational Education; *Vocational Education Teachers

This proceedings volume contains a total of 39 papers. The following 28 selected titles are cited as those most clearly relevant to education: "A National Study of Teacher Educators and State Supervisors in Agricultural Education" (Foster, Horner); "A Profile of the Effective Vocational Agriculture Teacher" (Rheault, Miller); "Analysis of Needs: Educational Programs for Young and Adult Farmers" (Martin); "Anxieties of Agricultural Education Majors Prior to and Immediately Following the Student Teaching Experience" (Foster); "Assessing Needs and Planning Inservice Education for First-Year Vocational Agriculture Teachers" (Barrick, Powell); "Assessment of the Use of Microcomputers in North Dakota Secondary Vocational Agriculture Departments" (Zidon, Luft); "Attitudes Held by Vocational Agriculture Teachers towards FFA Proficiency Awards" (Kotrlik); "Dinosaurs and Vocational Agriculture: A Historical Analysis of the Curriculum in Vocational Agriculture" (Moore, Borne); "Educational Reform: The Influence of Enrollment in Vocational Agriculture on Admission to a College of Agriculture" (Newman, Warmbrod); "Effects of the Problem Solving Approach on Achievement, Retention, and Attitudes of Vocational Agriculture Students in Illinois" (Flowers, Osborne); "Factors Affecting Practical Agricultrual Training Experiences for Graduate Students from Developing Countries" (Steele); "Factors Affecting the Diffusion/Use of an On-Line Database System (AGRIDATA) for Instruction in Vocational Agriculture Programs in New York State" (Sutphin, Berkey); "Factors Associated with Adjusting Vocational Agriculture Programs as Perceived by Teachers" (Birkenholz, Stewart); "Factors Related to the Career Decisions of Seniors Who Have Taken Vocational Agriculture" (Kotrlik et al.); "Impact of Beginning Teaching Supervision on Vocational Agriculture Teacher Performance" (Waters, Yoder); "Indicators of Quality Used for Faculty Selection in Departments of Agricultural Education" (Deeds); "Occupational Aspirations of Third-Year Vocational Agriculture Students" (Burnett, Venable); "Perceived Retraining and Upgrading Needs of Managers in Five Selected North Dakota Agribusiness Industries" (Olschlager, Priebe); "Perceptions of Vocational Agriculture Subject Matter Areas" (Dillon); "Perceptions Regarding Planning and Educating for Diversified Agricultural Production in Iowa" (Martin); "Personality Types of 500 Farm Couples--Implications for Agricultural Educators during Critical Economic Conditions" (Horner, Barrett); "Relationships of Student Perceptions of Classroom Learning Environment Factors" (Harper et al.); "Student Misbehavior and Job Satisfaction of Vocational Agriculture Teachers" (Camp); "Teaching Agricultural Mechanics Using Simulation" (Agnew, Shinn); "The Cooperative Relationship between Vocational Agriculture Teachers and Extension Agents" (Schroeder, Moss); "The Impact of the Vocational Education Act of 1963 on Agricultural Education" (Crawford, Cooper); "The Personal, Educational, and Occupational Benefits Received by Participants in the National FFA Contests" (Gamble); and "Vocational Agriculture for the Year 2000" (Kotrlik). Critiques follow 36 of the papers. (YLB)

ED 279 901 CE 046 690

Sex Equity Workshops for Adult Education Teachers. Final Project Report, September 1985 to June 30, 1986.

Jefferson County Public Schools, Louisville, Ky.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 30 Jun 86
NOTE- 21p.; Some attachments contain small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Educators; Change Strategies; *Classroom Techniques; Evaluation Methods; *Instructional Material Evaluation; Postsecondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; *Teacher Improvement; *Teacher Workshops
IDENTIFIERS- Kentucky (Jefferson County)

The Sex Equity Workshops for Adult Education Teachers Project was designed to provide eight training sessions for part-time and full-time instructors of adult education in Jefferson County, Kentucky. The project, which was funded through the Carl D. Perkins Vocational Act, was intended to help staff examine their own personal attitudes about sex roles, heighten awareness of the harmful effects of sexism in the classroom, encourage all staff to meet nontraditional role models, provide teachers with information and skills to recognize sex bias and stereotyping in the classroom, and present suggestions and strategies for working with adult students in a nonsexist manner. Each of the eight workshops was taught by a coordinator and was two and one-half hours long. Each workshop included 30 minutes of teaching techniques and suggestions for working with adult learners, and the rest of each session consisted of a pretest, group discussion, attitude survey, presentation of information about sex fairness in the adult classroom, a group activity to help participants learn to evaluate written material for sex-fair language, and a participant evaluation. The workshops ended with a posttest and evaluation of the presentation and content. (Attachments to the project report include a list of do's and don'ts on attempting to effect changes

in schools, project-related correspondence, data on workshop attendance and outcomes, a workshop evaluation form, a guide to bias-free language, a gender communications quiz, and a sex role attitudes survey.) (MN)

ED 279 929 CG 019 738

Diedrick, Patricia
Gender Differences as Reflected in Family Stories.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Family History; *Family Life; Higher Education; Information Sources; Kinship; Oral History; *Sex Differences; *Sex Role; *Story Telling; *Traditionalism

In past generations, traditional gender roles may have dominated family life. One method of investigating the relationship of gender roles and their impact on subsequent generations is to use the relating of family stories to obtain quantitative data. A study was conducted to examine gender role information and gender differences in the passing along of family history and the relating of familial information. College students (N=56) asked their same-sex parent and grandparent to trace their families and to relate stories of family members, along with the source of these stories. A total of 169 stories from 56 families were analyzed in regard to main characters and themes reported, social desirability, and common or unusual events. Gender of hero, and of the teller of the story, as well as gender of the source of the story were included. The analysis indicated that information concerning family members of past generations clearly reflected traditional values concerning gender roles, and were generally told to current members by females, as the keepers of family history. It was concluded that the collection of family stories may yield information concerning family history and may serve as a method of investigation useful in understanding various aspects of, and influences upon, family life. (NB)

ED 280 085   CS 210 405

Beene, LynnDianne
Writing Assignments: What We Know We Don't Know.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Cognitive Processes; *Communication Problems; Essays; *Freshman Composition; Higher Education; Student Needs; *Teacher Student Relationship; *Writing Exercises; *Writing Instruction

Questions raised by the misinterpretations evidenced in the final examination essays of a freshman English class should lead teachers to a new understanding of how the phrasing of writing assignments influences what students write. Some of the questions included: (1) How detailed must an assignment be to communicate its goals? (2) What type of detail is needed? (3) To which sections of assignments do students pay the most attention? (4) How much difference does audience, purpose, or mode make on students' writing? and (5) How can teachers be sure that they, themselves, fully recognize the purpose of a particular writing assignment? Researchers have found that assignments asking for less challenging modes of discourse, such as relating ideas, did not produce better or worse essays than did assignments asking for more challenging modes of discourse, such as evaluating ideas. Students have been known to center their attention on phrases or sentences in a writing assignment that teachers may have provided as background information, rather than on salient parts of the assignment. Researchers have also noted that people learned to write because they had to: when they had something to write about, when the need for writing was immediate, and when they had an audience they knew needed the communication. This observation may lay the foundation for further research into improving the clarity of writing assignments. (A list of works on writing assignments is included.) (AEW)

ED 280 165 EA 019 275

Weber, Joan
The Mentor Program in the Scarsdale Public Schools.
PUB DATE- 20 Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Institutional Cooperation; Instructional Improvement; *Instructional Leadership; Interprofessional Relationship; *Mentors; Needs Assessment; *Peer Relationship; *Professional Development; Teacher Effectiveness; Teacher Improvement; Teacher Supervision; Workshops
IDENTIFIERS- *New York (Scarsdale)

This report describes the Scarsdale, New York, Public Schools' mentor program for beginning teachers from the perspective of its second year (1986-87). In response to the challenge to provide support for new teachers and to vitalize an experienced staff, a collaborative program was developed among the Scarsdale Teachers Association, district administration, and Teachers College, Columbia University. A joint committee solicits nominations for mentors from staff and administrator and pairs nominees with new teachers. The mentor role is open to tenured teachers who demonstrate significant competence and dedication. Twenty-nine mentors were operative during 1986-87. Mentors' responsibilities include an eight-session seminar and assisting the new teacher with schedules, orientation, and curriculum design. The pair meet at least one hour weekly. An orientation defines teachers' roles and stresses the relationship's nonevaluative and supportive nature. Year-long sessions involve instructional programs, community information, and professional growth. Beginning mentors attend seven two-hour sessions on values orientation and observation techniques. Most mentors give positive reports about sessions and professional growth opportunities. A stipend is available for second-year mentors. Administrators and faculty believe the investment has increased performance and productivity. To be successful, the program must maintain the achievements of greater teacher effectiveness and career satisfaction. (CJH)

Maskit, Ditza; Hertz-Lazarowitz, Rachel
Adults in Cooperative Learning: Effects of Group Size and Group Gender Composition on Group Learning Behaviors (A Summary).
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Students; Foreign Countries; *Group Behavior; Group Discussion; *Group Dynamics; *Group Structure; Postsecondary Education; *Sex Differences; *Small Group Instruction; Teaching Methods
IDENTIFIERS- Israel

The study described in this report investigated the effects of two context variables on small-group learning--namely, group size and group gender composition--within an adult learning framework. In the study, the "revolving circle" method was innovated. In this design, one group member is the center of the cooperative circle and all discussions are around his/her task completion. The method was implemented for a period of 2 months, 4 hours per week in seven different classrooms in Haifa, Israel, taught by four teachers in literature and language arts. Students in each class were randomly assigned to groups of different size (three, four, or five group members) and different gender composition (majority male or female). Two trained female observers watched each classroom for six full periods of 90 minutes each, and coded behavior for 5 minutes using a checklist. Observed behaviors were grouped in six categories: listening and social interaction, group maintenance, interactive summary, giving and requesting information, cooperative learning behaviors, and general learning behaviors. The study found that most of the significant differences occurred in odd-number groups. Groups of three members elicited more integrative summary and general learning behaviors, while groups of five members elicited more cooperative learning behaviors, listening, and social interaction. The study also found that cooperative learning behavior was significantly higher in groups with either gender majority, while giving information was highest in equal gender composition groups. The results of the study can be used in further research on group learning behavior. (KC)

ED 279 818 CE 046 479

Machine Shop I. Learning Activity Packets (LAPs). Section C--Hand and Bench Work.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 84
NOTE- 94p.; For related documents, see ED 212 879 and CE 046 477-480.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0103--$6.00; slides and audiotapes--$136.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Hand Tools; Industrial Arts; *Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- Oklahoma; *Power Tools

This document contains two learning activity packets (LAPs) for the "hand and bench work" instructional area of a Machine Shop I course. The two LAPs cover the following topics: hand and bench work and pedestal grinder. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 834 CE 046 496

Sharpton, James L.
Sewing Skills for Home and Community Services. Student Material.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 438p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. SP 3016).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Clothing Instruction; Competency Based Education; *Equipment Maintenance; Equipment Utilization; *Home Economics; *Needle Trades; Safety; Secondary Education; *Sewing Instruction;

*Sewing Machine Operators

These student learning materials deal with basic sewing skills. The following topics are covered in the individual units: the principal parts of a sewing machine and their purposes; procedures for caring for a sewing machine (putting it away, lubricating it, and changing the needle); operation of an unthreaded sewing machine (maintaining correct posture, setting the stitch length regulator, operating the power control and stitching along lines of various shapes); procedures for preparing the machine for sewing (preparing the machine and checking stitching); preparation of cloth for cutting (understanding basic fabric-related terms and making fabric thread and shape perfect); maintenance and operation of an industrial sewing machine; construction techniques (identifying offgrain yard goods, matching construction techniques and functions, and performing basic construction techniques); alteration of ready-made clothing; home products (draperies, tablecloths, corded pillows, and bedspreads); and business principles in custom sewing. A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

ED 279 944 CG 019 753

Developments in Aging: 1986. Volume 1. A Report of the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-R-100-9-V1
PUB DATE- 27 Feb 87

NOTE- 462p.; For Volume 2-Appendixes, see CG 019 754.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); Community Services; Employment; Federal Aid; *Federal Legislation; *Federal Programs; Health Insurance; Housing; *Insurance; Legal Aid; *Older Adults; *Retirement Benefits; *Social Services
IDENTIFIERS- Congress 100th

This document is the first volume of a two-volume Senate report describing actions taken during 1986 by the Congress, the administration, and the Senate Special Committee on Aging which are significant to older Americans. It summarizes and analyzes federal policies and programs that are of continuing importance for older persons and their families. Chapter 1 provides an overview of Social Security and focuses on old age and survivors insurance and disability insurance. A prognosis for the future of Social Security is given. Chapter 2 gives an overview of employee pensions and discusses private pensions, state and local public employee pension plans, federal civil service retirement, military retirement, and railroad retirement. Chapter 3 provides an overview of taxes and savings and gives a prognosis. Chapter 4 looks at employment, chapter 5 examines Supplemental Security Income, and chapter 6 focuses on food stamps. Chapter 7 gives an overview of health care and discusses Medicare, health benefits for retirees of private sector employers, and health research and training. Long-term care is considered in chapter 8. Chapter 9 presents an overview of housing programs, then concentrates on federal housing programs and innovative housing arrangements. Chapter 10 examines energy assistance and weatherization and chapter 11 discusses the Older Americans Act. Chapter 12 contains an overview of social, community, and legal services and describes block grants, homeless services, education, Older American volunteer programs, transportation, and legal services. Chapter 13 examines the federal budget. Supplemental materials are provided, including summaries of the committee's hearings held in 1985 and lists of committee reports, prints, and hearings dating from the early 1960s. (NB)

ED 279 958 CG 019 767

Benvenuti, Anne C.
Assessing and Addressing the Special Challenge of Gay and Lesbian Students for High School Counseling Programs.
PUB DATE- 14 Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the California Educational Research Association (65th, San Jose, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Counselor Role; Ethics; High Schools; *High School Students; *Homosexuality; Role Conflict; School Counseling; *School Counselors; *Sexual Identity; Student Development; *Student Needs

Eleven percent of teenage girls and 14 percent of teenage boys in a recent survey acknowledged having had a same sex sexual encounter. It may be assumed that the number of adolescents with concerns related to sexual orientation exceeds the number with actual same sex experiences. If, as self-identified homosexual adults have reported, their sexual orientation had developed before puberty, exploring issues related to sexual orientation in counseling high school students will not likely be determinant of their adult sexual orientation. Most high school counselors would recognize that there are, in their case loads, students for whom issues of homosexuality or sexual orientation may be central concerns. Failure to provide counseling or referrals for the special needs of these students is an act of negligence. Counselors may experience role conflict, however, of counselor as representative of the normative macroculture versus counselor as advocate of a minority group with special needs relevant to their minority status. Although it may not be within the scope of the high school counseling program to work extensively with issues of sexual identity, the issues can be addressed directly and openly, and the special needs of this student population can be understood, interventions can be provided, and referrals can be made. (NB)

ED 279 972 CG 019 781

Hoffman, Valerie
Effect of Typeface on Iconic Storage Capacity.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; *Memory; *Recall (Psychology); *Tachistoscopes; *Visual Stimuli
IDENTIFIERS- *Typeface

Various aspects of iconic memory have been studied in the past. Two tachistoscopic experiments were conducted to examine how legibility of a stimulus affects a subject's ability to recall brief visual presentation. The studies used letter arrays set in four different typefaces (Helvetica, Cooper Black Outline, Electronic, Old English). In the first experiment, four female subjects, using whole report procedure, named letters seen in a display of four rows of four letters. The set was repeated once with arrows preceding and a second set with arrows following the display to replicate Sperling's (1960) partial report technique. A one-way analysis of variance showed a significant difference between arrows preceding or following display. In the second experiment, the four typefaces were used to compose displays of three rows of three letters each. Slides were tachistoscopically projected to two male and two female subjects. Subjects were shown 10 slides of each of the four alphabets. Results indicated that typeface significantly affected the number of correct responses. Typeface appeared to affect the subject's ability to process the icon. While typeface was found to be a significant factor, a comparison of the means indicated that the greatest difference in legibility was between Helvetica and Old English typefaces. Results of this experiment are similar to a very early study by Tinker (1925) who found Old Roman typeface, or one made up of sharp angles and straight lines, produced the maximum legibility. (Author/NB)

Sheranian, Marilynn; And Others
Senior/Student Shared Housing: Model Project.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 16 Mar 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
GRANT- 0090AL0012
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *College Housing; *College Students; Daily Living Skills; *Helping Relationship; Higher Education; *Housing; *Intergenerational Programs; Models; *Older Adults; Program Evaluation
IDENTIFIERS- *Shared Housing

Historically, when aging adults could no longer negotiate the difficulties of living alone, they faced either institutionalization or living with their children. Shared housing may be a viable third option for many aging homeowners. The University of Utah's Intermountain West Long Term Care Gerontology Center developed the Senior/Student Shared Housing Program, a model shared housing project matching older adults with college students. Students provide maintenance and chore services for the older homeowner in exchange for their room or their room and board. Since the first senior/student match was made in 1984, 82 matches have been made and 20 are currently functioning well. This paper describes the project, how contracts between seniors and students are made, and what forms and questionnaires are used. Listed are six benefits gained by the senior through the project, five benefits for students, six drawbacks for seniors, and seven drawbacks for students. Additional results on the program's effectiveness are presented from three sources of data: (1) questionnaire forms completed by seniors and students at the time of application; (2) a follow-up evaluation conducted 2 to 3 months into the match; and (3) a final termination assessment at completion. Twelve data tables are included. (NB)

ED 280 015 CS 008 755

Bear, Donald R.
Disfluent Oral Reading and Spelling Development.
PUB DATE- May 85
NOTE- 17p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985). May be marginally legible in places because of blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Developmental Stages; Integrated Activities; Learning Problems; *Learning Strategies; *Oral Reading; Primary Education; *Reading Instruction; Reading Strategies; Remedial Instruction; Skill Development; *Spelling; Student Behavior; Teacher Role
IDENTIFIERS- *Reading Fluency

The development of fluency in beginning readers is a gradual process that often involves different oral strategies such as word-by-word reading, pointing to words, and reading aloud to oneself. A review of research related to these behaviors and to corresponding spelling behaviors suggests a number of implications for instruction, including the following: (1) disfluent oral readers may need to point as they read, but silent readers should not need to point because they have sufficient oral fluency; (2) reading in groups should be oral for beginning readers; (3) reading rate is a reliable and easily obtained indicator of fluency and is closely related to reading accuracy; and (4) diagnostic teaching should include a sampling of invented spellings and an analysis of the synchrony between stages of reading and spelling. Both fluency and expression can be promoted through the use of relatively easy material. (FL)

ED 280 029 CS 210 327

Strickland, James
Evaluating Computer-Tutors: A Protocol Study.
PUB DATE- 20 Mar 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Freshman Composition; Higher Education; *Protocol Analysis; *Rhetorical Invention; *Student Attitudes; Teaching Methods; *Word Processing; Writing (Composition); Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Computer Tutors

A protocol study investigated whether computer tutors (programs that interactively guide writers while they freewrite with a word processing program) promote or hinder a richer understanding of the composing process. The analysis focused on writers' attitudes toward computer tutors in the invention process. Data were collected by tape recording a single college freshman as she acquainted herself with word processing and computer tutors. The student was asked to verbalize everything she was thinking, whether or not she thought it was relevant. This resulted in a record of the entire writing process, from generating ideas to processing lower-order concerns, such as spelling and proper keystrokes. Analysis of the protocols revealed that she seemed to be engaged by the interactive invention program but never indicated that she thought the computer was intelligent or possessed of human qualities. Although the subject was aware of the on-line help feature, she never took advantage of it, seeming content to use the word processing program as a glorified typewriter and missing out on the chance to revise and edit using features such as cut-and-paste or search-and-replace. Her reluctance to use these special programs represents general student attitudes, indicating students still are not convinced their writing could benefit from these computer tutors. (A list of 11 references is included, and transcripts of the protocols are appended.) (AEW)

ED 280 043 CS 210 354

Grade 12 Diploma Examination, English 30. Part A: Written Response. 1987 Edition.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 19p.; For related documents, see CS 210 355-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings to which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (JD)

ED 280 059 CS 210 372

Walzer, Arthur E.
Lloyd Bitzer's "Rhetorical Situation" and the "Exigencies" of Academic Discourse.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Discourse Analysis; Essays; Freshman Composition; Higher Education; Intellectual Disciplines; *Rhetoric; *Rhetorical Invention; *Speech Communication; *Writing Instruction
IDENTIFIERS- Academic Community; *Academic Discourse; Audience Awareness; *Bitzer (Lloyd); Rhetorical Stance; Scholarly Writing

Academic discourse, which takes its definitive characteristics from the papers written by professors to those in a particular discipline for the purpose of solving problems or furthering knowledge, is sustained by disciplinary rhetorical exigencies that prompt, shape, and convene an audience for such writing. The phrase "rhetorical exigency" was first used by Lloyd Bitzer in his essay "The Rhetorical Situation," but he defined it too narrowly to account for academic discourse. Bitzer's effort to limit rhetorical discourse and distinguish it from other types requires an "exigency" of such objective and intrinsic power that its practical, classroom use as a theoretical concept is severely compromised: his examples are all crisis situations, such as the bombing of Pearl Harbor or the fall of Nikita Khrushchev. He also addresses a second exigency experienced by rhetoricians in speech communication: the need to establish a perspective for rhetorical criticism as distinct from other types, notably literary criticism. Rhetorical exigency as applied to freshman composition is problematic, but perhaps the need for doubt (about conventional wisdom, for example) is one instance of master exigency that could introduce writing students to membership in the academic community. (NKA)

ED 280 099 CS 505 541

Garko, Michael G.; Cissna, Kenneth N.
Communication and Values: An Axiological Reinterpretation of I. A. Richards's Theory of Communication.
PUB DATE- 10 Apr 87
NOTE- 27p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Language Usage; Logic; *Rhetoric; Rhetorical Criticism; *Values

IDENTIFIERS- *Axiology; Logical Positivism; *Richards (I A)

Arguing that rhetorical theorist I. A. Richards has a significant contribution to make to the continuing dialogue regarding communication and values, this paper examines Richards' thinking concerning the communication-values relationship. The paper notes that the neglect of Richards' work by communication theorists is due largely to a misunderstanding of his perspective--often seen as a narrow positivism holding that values and communication are separate. A reanalysis is proposed, based on the view that Richards was an axiologically oriented theorist concerned with links among choices, values, and communication. The analysis proceeds in three steps: (1) an outline of Richards' theory of value, which synthesizes ideas found in a number of works; (2) a discussion that relates his theory of values to his ideas regarding communication, especially as they appear in his "theory of comprehending" and the associated idea of "feedforward"; and (3) a demonstration of the practical utility of the analysis, conducted by looking at the research on compliance and compliance-gaining, to show how Richards' scheme for understanding the communication-value relationship can inform contemporary communication scholarship. (FL)

Learning Activity Packets for Grinding Machines. Unit II--Surface Grinding.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 83
NOTE- 71p.; For related teacher's guide and packets, see CE 046 459-462.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0313--$4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Oklahoma

This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the second unit of this curriculum guide. Its purpose is to aid the student in attaining a working knowledge of this area of training and in achieving a skilled or moderately skilled competency level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to set up and operate a surface grinder, select proper composition and shape of grinding wheels, dress grinding wheels, perform flat and angular grinding operations, and be able to use various work-holding and mounting devices. Ten tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment sheets, and answer keys for the pretest and assignment sheets. (YLB)

ED 279 861 CE 046 550

Park West High School Vocational and High School Equivalency Bilingual Program 1985-86. OEA Evaluation Section Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 38p.
GRANT- G00-830-2133
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Ancillary School Services; *Bilingual Education; *English (Second Language); *High School Equivalency Programs; High Schools; *Limited English Speaking; Program Evaluation; Second Language Instruction; Spanish Speaking; *Vocational Education
IDENTIFIERS- *Mainstreaming (Non English Speaking)

The Vocational and High School Equivalency Bilingual Program helped students with limited English proficiency develop their English language skills enough to enable them to participate effectively in mainstream classes and compete successfully in the United States labor market. During 1985-86 the program provided English as a second language and bilingual content-area instruction to 229 students in grades 9 to 12. The program functioned as a mini-school within Park West High School in New York City. Major emphasis was on mainstreaming students into one of the vocational mini-schools or onto an academic track. Support services included guidance, academic and career counseling, school and outside referrals, and family contacts provided by a guidance counselor, family assistant, resource teacher, grade advisor, and project coordinator. Quantitative analysis of student achievement data indicated that the percentage of students mastering one CREST (Criterion Referenced English Syntax Test) skill per month of instruction was over 70 percent; students made statistically significant gains on La Prueba de Lectura (assessment of mastery of the native language); over 90 percent of the students passed business/vocational courses; over 50 percent of them were enrolled in mainstream vocational courses; and program participants had a higher attendance rate than mainstream students. (YLB)

ED 279 875 CE 046 608

Industrial Equipment Maintenance. Vocational Education Curriculum Guide. Industrial and Technical Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
PUB DATE- Mar 87
NOTE- 95p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Course Content; Curriculum Development; Educational Resources; Electricity; *Equipment Maintenance; Job Skills; Lesson Plans; Machine Tools; *Mechanics (Process); Plumbing; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education; Welding
IDENTIFIERS- *West Virginia

This curriculum guide contains 10 units that provide the basic curriculum components required to develop lesson plans for the industrial equipment maintenance curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: industrial mechanics; hydraulic/pneumatic systems; crane elevators; electrical equipment; welding; plumbing; drill presses; grinding; turning; and maintaining equipment. A list of equipment to be carried in an industrial equipment maintenance standard tool kit completes the guide. (KC)

ED 279 889 CE 046 637

Annual Research in Nursing Education Conference Proceedings and Abstracts (5th, San Francisco, California, January 14-16, 1987).
National League for Nursing, New York, N.Y.
PUB DATE- Jan 87
NOTE- 148p.
AVAILABLE FROM- National League for Nursing, 10 Columbus Circle, New York, NY 10019 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); Bachelors Degrees; *Classroom Techniques; Cognitive Development; Educational Needs; *Educational Research; Individual Needs; *Nurses; *Nursing Education; *Outcomes of Education; Postsecondary Education; Program Development; *Program Implementation; Program Improvement; School Holding Power; Student Characteristics; Student Needs; Teacher Attitudes; Teacher Characteristics; Teacher Role; Teaching Methods

These proceedings include approximately 100 abstracts of papers dealing with the following aspects of research in nursing education: clinical judgment, faculty roles and expectations, learning, clinical experience, ethics and moral development, implications for the nursing curriculum of clinical nursing knowledge research, professional socialization, technological applications in education, the needs of registered nurses returning to school for a baccalaureate degree, cognitive and affective development, admission and retention of students, student characteristics, faculty productivity, the nursing curriculum, program outcomes, registered nursing versus baccalaureate, faculty roles and expectations, issues in nursing education, teaching and learning, techniques for presentation, educational diversity, evaluation of stress, and instructional methods and outcomes. Also included are a conference agenda, directory of presenters, and subject index. (MN)

ED 279 915 CG 019 723

Steward, Robbie J.; Austin, Kevin P.
Recognizing Suicide Lethality Factors: Who Is Competent?
PUB DATE- 80
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clergy; *Clinical Diagnosis; College Students; *Counselors; Experience; Higher Education; *Human Services; Identification; Information Needs; *Physicians; Psychologists; Social Workers; *Suicide; Training

Suicide and the threat of suicide are important mental health issues for health service providers. Who a potential victim turns to for help initially and how capable that person is in recognizing the signs of potential suicide are critical issues not fully addressed by research. A study was conducted to examine the ability of various service providers to identify lethality factors. The Thirteen Questions on Successful Suicide and the Survey of Professional Experiences with Suicidal Clients were completed by physicians (N=22), doctoral level clinical or counseling psychologists (N=14), master's level counselors (N=33), master's level social workers (N=12), ministers (N=19), and lower division college students (N=27). The results revealed no significant differences in the number of correct responses by physicians, psychologists, and counselors, but all three groups scored significantly higher than all of the other groups. Social workers scored significantly higher than did ministers, and ministers scored significantly higher than did college students. An analysis of data by years of experience showed that those with 5-10 years of experience scored the highest, while the more experienced subjects had a drastic drop in scores. Only about 50% of responding psychologists, social workers, and counselors had experienced specific training in recognizing and working with suicidal clients. Those who had the most exposure to suicide were the ones who felt the strongest desire for additional information. (NB)

ED 280 001 CS 008 710

Giddings, Louise R.
Pre-Freshman College Students Share Their Views on Reading.
PUB DATE- 86
NOTE- 17p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; College Students; Educationally Disadvantaged; Higher Education; Public Opinion; *Reading Attitudes; Reading Instruction; *Reading Research; Recreational Reading; *Remedial Reading; Student Attitudes; Teaching Methods

A study investigated how pre-college students enrolled in a summer remedial reading program felt about reading. Subjects, 170 students recently accepted for admission to a large urban university system, were asked their views on (1) reading, (2) school and education, (3) reading instruction, (4) difficulty and enjoyment of reading, and (5) reading and careers. Results indicated that the students viewed reading as an important skill in society and one that helped to improve a person's standard of living. Other responses revealed that not much emphasis had been placed on individualization or small group instruction in secondary school reading programs, and that most subjects had not been encouraged to read very much beyond their textbooks. (Tables of data are included.) (NKA)

ED 280 073 CS 210 388

Vardell, Sylvia M.; Burris, Nancy A.

Learning to Write: A Developmental/Literary Perspective.

PUB DATE- 86
NOTE- 21p.; Partial funding provided by a University of Houston-Victoria Summer Research Sabbatical and a Small Research Grant from the same university.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Characterization; Child Development; Comparative Analysis; Content Analysis; *Creative Writing; Developmental Stages; Elementary Secondary Education; Legends; *Literary Devices; Literary Styles; Literature Appreciation; *Short Stories; Tales; *Writing Evaluation; Writing Research
IDENTIFIERS- *Folktales

A study examined the use and understanding of literary elements by students in grades 3, 6, 9, and 12. Students read L. Peck's folktale, "Coyote's Gift to Turkey Girl," and wrote a story of their own. The stories were then analyzed for their objective content (genre conventions, characterization, plot, and setting) and subjective content (kind and quality of literary elements). The folktale genre was used in 56% of the stories, and the incidence of folktales increased with grade level. The number of characters in a story also increased with grade level. Stereotypical folktale settings were found in 60% of all the stories. Third-grade students created flat characters 78% of the time, while students in other grades created stereotypical characters 40-50% of the time. In creating story settings, 75% of third graders used implicit settings, but from sixth grade on, approximately 70% of the students created explicit settings. The majority of third-grade stories (69%) contained no suspense, while the majority of the rest (60-70%) contained some suspense. Stories were also evaluated holistically on three measures (character, story development, and overall story quality). Eighty percent of third-grade stories were evaluated as weak, while 50% of the rest were judged satisfactory or excellent. These results reveal a correlation between students' maturity and the quality of their reading and writing, and suggest that story writing and literary appreciation are developmental processes. (SRT)

ED 280 113 CS 505 564

Miller, Keith A.

Developing an Extended Degree Program Takes More Than Wheels: General Considerations and Issues in Getting Started.

PUB DATE- Feb 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Organization; Adult Education; *Curriculum Development; *Extension Education; Faculty College Relationship; Faculty Development; Faculty Mobility; Higher Education; Mobile Educational Services; Noncampus Colleges; *Nontraditional Education; Nontraditional Students; Off Campus Facilities; *Planning; Program Development; *Speech Communication; Speech Curriculum; Speech Instruction

Noting that creating an extension education program is more complicated than merely transporting an existing program to an off-campus site, this paper discusses the preliminary issues relevant to deciding whether or not a communication department should develop an extended degree program. The paper first discusses the nature of nontraditional students and of extended degree programs. It then discusses various ways these programs may be structured and the components of these programs. Finally, general considerations for initial department discussions are outlined, including the type of outreach effort desired, administrative issues, student issues, curricular issues, faculty issues, and quality control. (SRT)

ED 280 127 CS 505 594

Manuto, Ron
The Life and Death of Rajneeshpuram and the Still Lingering Dilemma of the Religion Clauses of the First Amendment.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; Collective Settlements; *Constitutional Law; Cultural Isolation; *Discriminatory Legislation; Religious Conflict; Religious Cultural Groups; *Religious Discrimination; *State Church Separation
IDENTIFIERS- First Amendment; *State of Oregon v City of Rajneeshpuram

The town of Rajneeshpuram, Oregon, was incorporated for the purpose of achieving the religious vision of the Bhagwan Shree Rajneesh, just as the Mormons established communities around the teachings of Joseph Smith. The incorporation of Rajneeshpuram was challenged on the basis of the First Amendment, however, raising new questions in regard to the tension between the First Amendment's establishment (of religion) clause and free exercise clause. On March 27, 1984, Oregon's State Attorney General filed a complaint in Wasco County Circuit Court seeking declaratory relief from giving legal recognition to the City of Rajneeshpuram. At issue was the claim of "excessive entanglement" between religious and secular action. Attorneys for the Rajneeshees argued that the State of Oregon was in clear violation of the free exercise clause of the First Amendment and that the defendants were being singled out solely on the basis of religious affiliation. In December 1985, after an involved court battle, Judge Helen Frye rejected further motions by the Rajneeshees to enjoin state action and declared the incorporation of the City of Rajneeshpuram null and void. This case serves to emphasize the structural contradiction between the two religious clauses of the First Amendment. Notes are appended. (AEW)

ED 280 153 EA 019 262

Shannon, Thomas A.
The Story of the National School Boards Association.
National School Boards Association, Alexandria, VA.

PUB DATE- Mar 87
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Board of Education Role; *Boards of Education; Educational History; Elementary Secondary Education; *History; Organizations (Groups); *Professional Associations
IDENTIFIERS- *National School Boards Association

This document focuses on the ideas, forces, and events that move the National School Boards Association (NSBA) forward through the years since its founding in 1940 (with its long roots extending back into the middle of the 19th century). The first chapter of this history of the NSBA, "The Antecedent Years," focuses on the years 1850-1938. The second chapter, "NSBA Comes to Life," examines the years 1938-42. "The Dormant Years of World War II," chapter 3, highlights the years 1942-45. Chapter 4, "The Post-War Rebirth," looks at the years 1945-49. The fifth chapter, "A Time of Self-Discovery," examines the years 1949-53. Chapter 6, covering 1953-60, presents "NSBA's Outreach Years." "The Shift to Action," the seventh chapter, deals with the years 1960-67. Chapter 8, "Laying a Solid Foundation," focuses on 1967-70. The ninth chapter, "The Years of Steady Growth," highlights the years 1970-76, and the final chapter, "The Expansion Decade in the Nation's Capital," covers 1976-87. Included are 18 appendices summarizing significant actions or events that focus on specific areas of NSBA's operations, and an epilogue. (WTH)

ED 279 819 CE 046 480

Machine Shop I. Learning Activity Packets (LAPs). Section D--Power Saws and Drilling Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 84
NOTE- 108p.; For related documents, see ED 212 879 and CE 046 477-479.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0104--$8.00; slides and audiotapes--$112.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Industrial Arts; *Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Secondary Education; *Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Drilling Tools; Oklahoma; *Power Tools

This document contains two learning activity packets (LAPs) for the "power saws and drilling machines" instructional area of a Machine Shop I course. The two LAPs cover the following topics: power saws and drill press. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Machine Shop I course. (KC)

ED 279 902 CE 046 691

Bayne, Keith; Buckley-Daum, Deborah
Eliminating Sex Bias and Sex Stereotyping. Inservice Program for Administrators, Counselors, and Teachers. Final Report.
Louisville Univ., Ky. Dept. of Occupational and Career Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Aug 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Attitude Change; Behavioral Objectives; Counseling Techniques; Educational Legislation; *Inservice Education; Learning Activities; Lesson Plans; Nontraditional Students; Postsecondary Education; Program Development; Self Evaluation (Individuals); *Sex Bias; *Sex Fairness; *Student Placement; *Student Recruitment; Teacher Attitudes; Teaching Methods; *Vocational Education

This guide is intended for use in conducting a two-day inservice program to train school administrators, counselors, and teachers in identifying and eliminating sex bias and stereotyping. Lesson plans are provided for addressing the following objectives: develop an awareness of personal values related to sex bias and stereotyping, identify manifestations of sex discrimination and bias, review data on sex patterns in participation in the paid work force, discuss major legislation related to sex discrimination, assess the progress of efforts to implement Title IX and II legislation, identify influences on vocational choices, identify barriers to recruiting students into nontraditional programs, strengthen skills in identifying sex bias and discrimination in vocational education, discuss reasons for sex-affirmative programs, increase skills in formulating sex equity programs, and develop action plans for placing nontraditional students. Each lesson plan includes training and enabling objectives, a list of materials needed, and an information outline. Appendixes contain 18 handouts (including a survey of sex role attitudes, sample pro and con situations, guidelines for assessing sex equity in vocational education programs, a knowledge quiz, information on the influences on the educational choices of males and females, guidelines for developing a plan to recruit students into vocational training programs that are nontraditional for their sex, information on sex-fair supervising, and guidelines for mutual action planning to enhance the placement of nontraditional students); 17 transparency masters; 6 role play situations; a sample agenda; an evaluation form; and references. (MN)

ED 279 930 CG 019 739

Osborne, Josephine N.
Youth Suicide: A School Approach for the Prevention of Youth Suicide in Indiana.
Indiana State Board of Health, Indianapolis.
PUB DATE- Dec 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Crisis Intervention; Death; Depression (Psychology); Drug Abuse; Elementary Secondary Education; *High Risk Students; *Identification; Prevention; *School Role; *Suicide
IDENTIFIERS- *Adolescent Suicide; Indiana; Substance Abuse

This manual was written to help schools address the problem of youth suicide. The introduction presents a teenager's and a parent's perspective of youth suicide, discusses the problem of youth suicide, and develops a hypothesis of why the problem exists. Section 1 describes the contributing factors involved with adolescent suicide and provides guidelines for identifying students at risk for suicide. Adolescent problems involving depression and substance abuse are given special attention. Section 2 focuses on intervention and makes some suggestions on how adolescent suicide might be prevented in schools. Included in this section are: (1) ways for school personnel, students, and parents to deal with the problem; (2) intervention; (3) a suggested policy for a crisis intervention team; (4) suggested guidelines for schools to use after a suicide or sudden adolescent death; (5) guidelines for recognizing students at risk following a youth suicide; (6) working with the media; (7) handling grief; (8) the Edgewood High School Model for suicide intervention following two suicides in 1985; (9) Indiana chapters of Compassionate Friends; and (10) a national directory of survivor support groups for 1983-1984. A bibliography is included. Fact sheets, a manual evaluation form, and other relevant materials are appended. (NB)

Krukones, Michael G.; And Others
Politics in Fiction & Film: An Introduction & Appreciation. A Team-Taught Course.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Film Criticism; *Film Study; *Fused Curriculum; Higher Education; Instructional Innovation; Instructional Materials; *Interdisciplinary Approach; *Literary Criticism; Literature Appreciation; Mass Media; Media Adaptation; *Novels; *Political Science; Politics; Popular Culture; Teaching Guides; Theory Practice Relationship
IDENTIFIERS- Political Analysis; Political Education; Political Rhetoric

An interdisciplinary course integrating political science, literature, and film is used at Bellarmine College in Kentucky as a vehicle for examining politics on the local, state, national and international levels. Four novels and their analogous films are used, corresponding to the respective political level--"The Last Hurrah," "All the King's Men," "Advise and Consent," and "Fail-Safe." The course is developed on the premise that students usually compartmentalize information into categories based on the different courses they take, and that theoretical politics takes on a clearer meaning and becomes more affectively experienced when it is studied concretely in the context of a political novel or film. Course instruction combines the techniques of lecture, discussion, and film viewing. Following an overview of a novel or film, specific scenes and passages are discussed and are related to politics in the real world. Classes meet once a week for two and one-half hours, so that more than one subject area may be discussed

or sufficient time for movie viewing will be available. Three tests and a major paper are the evaluation instruments. (A bibliography of materials on politics in fiction and film, as well as copies of a quiz and the final exam are appended.) (NKA)

ED 280 140 EA 019 243

Wightman, Margaret
The System-Wide Evaluation Project in Ottawa Board of Education High Schools. Research Report 86-04.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Dec 86
NOTE- 52p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (December 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cooperative Planning; Educational Improvement; *Evaluation Methods; Foreign Countries; High Schools; Professional Development; *Program Development; Program Effectiveness; Program Implementation; *State Programs; Teacher Participation; *Test Construction; Test Interpretation; Test Results
IDENTIFIERS- *Ontario

This report describes the procedures of a systemwide testing program established by the Ottawa, Ontario, education board to evaluate high school student performance in selected courses. The project was initiated in response to a directive from trustees, who were concerned about variation of academic standards among students in relation to university admission criteria. The report analyzes program procedures and presents a sample of results obtained and some reactions of project participants. Tables and figures present student evaluation data throughout the report. The study is organized into the following sections: (1) schedule of testing; (2) test construction, including development, school preparation, and scoring; (3) test content; (4) processing data, including actual and final scores, test-specific results, and rescoring; (5) professional development activities, including the test construction committee, teacher workshops, posttest meetings, and inschool meetings; and (6) views of participants, including those of administrators, consultants, principals, teachers, and students. The study concludes that the high degree of project flexibility permitted the diverse committees to work independently and to choose appropriate procedures. This approach thereby promoted the program's goal of excellence in evaluation, and followup activities continue. Teacher involvement, essential to the project's orientation, should assist in elevating academic standards. Outlines of tests by course area are appended. (CJH)

ED 279 835 CE 046 497

Sharpton, James L.
Personal Development for Home and Community Services. Student Material.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Banking; Behavioral Objectives; Competency Based Education; *Consumer Education; Credit (Finance); Daily Living Skills; Decision Making; Home Economics; Human Relations; Individual Development; Insurance; Job Search Methods; Learning Activities; Money Management; Risk; Secondary Education; Self Actualization; Self Evaluation (Individuals); Time Management

These student learning materials deal with various life skills vital to personal development. The following topics are covered in the individual units: human relations (personality traits, employer expectations, human relations situations, and job attitudes); techniques for securing a job (locating employment opportunities and developing job search skills); time management (developing a time plan and analyzing effective use of time); personal income management (factors involved in money management, steps in making a satisfying decision, and procedures for evaluating personal money management); banking procedures (writing checks, reconciling a bank statement, and selecting appropriate banking services for personal needs); obtaining and using credit and loans (evaluating credit and loan situations and applying for credit); and risk management (evaluating insurance coverage and determining insurance needs). A variety of learning materials is provided, including unit and specific objectives, information sheets, assignment sheets, and unit tests. (MN)

ED 279 973 CG 019 782

Futterman, Robert; Jones, Judith
Methodological Issues Related to the Evaluation of Comprehensive School-Based Clinics.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Community School District 6, New York, N.Y.; Hewlett Foundation, Inc., Garden City, N.Y.
PUB DATE- 30 Sep 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinics; Decision Making; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Program Evaluation; *Research Problems; *School Activities; *Validity

As the number and scope of school-based clinics grow, interest in their evaluation increases. Evaluation of a comprehensive school-based clinic program in New York City revealed methodological issues in evaluation of these programs. The first issue involves program goals and objectives. Even before program implementation, the evaluator should review goals and objectives and determine whether program objectives are logically related to goals. Evaluators of school-based clinics should adopt the decision-making evaluation model which is oriented to the informational needs of administrators and policymakers. The most persuasive evidence about the success of school-based clinic programs will come from evaluations which use experimental or quasi-experimental research designs. The use of comparison groups is one method of controlling for the impact of unforeseen historical events which may be mistaken for program effects. Process measures are useful for linking program operations to program impacts. During data analysis, it may be helpful to either statistically adjust for the effect of subject selection or analyze equivalent subsamples of students. An evaluation design must also control for attrition in estimating program effectiveness. Evaluating with validity involves the choice of appropriate process and outcome measures. Intervening variables, the processes by which the program produces its effects, should also be measured. Microcomputers can aid in data collection, analysis, and information integration. In order to provide a useful and valid evaluation, theoretical and practical issues must be addressed. (NB)

Pedigo, Patricia; De Santi, Roger J.
A Comparative Analysis of Cloze and Maze Performances of Second Grade Children.
PUB DATE- Oct 86
NOTE- 28p.; Paper presented at the Annual Meeting of the College Reading Association (30th, Knoxville, TN, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; Comparative Analysis; *Comparative Testing; Grade 2; Primary Education; *Reading Ability; Reading Achievement; Reading Comprehension; *Reading Research; *Reading Tests; *Standardized Tests; Test Reliability
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Maze Technique

To determine the most accurate group-administered measure of reading achievement, a study explored variations of the cloze and maze procedures with second grade students who were native English speakers or who were being taught English as a second language. Subjects--108 second grade volunteers (1% American Indian, 49% Asian, 39.8% Black, 1% Hispanic, and 9.2% White) in six classrooms in an urban elementary school--were familiarized with both cloze and maze formats. Two cloze passages, two maze passages, and the reading sections of the Comprehensive Test of Basic Skills (CTBS) were then administered in a counter-balanced sequence within a three-week period. Subjects also indicated the appeal of each passage by making a smiling, neutral, or frowning face. Performances were compared by the language background of each participant. Analysis of results showed that for all subjects the cloze was more accurate than the maze procedure; it more closely reflected the subjects' reading performance than did the CTBS. (A list of references and tables of data are included.) (AEW)

ED 280 016 CS 008 756

Kapinus, Barbara A.
Vocabulary Development: A Continuing Need.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Mar 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Cognitive Development; Curriculum Development; Elementary Secondary Education; Instructional Effectiveness; Language Acquisition; *Language Arts; Reading Comprehension; Reading Skills; *Teaching Methods; *Verbal Development; *Vocabulary Development; *Vocabulary Skills; Word Recognition
IDENTIFIERS- Semantic Mapping

The strong relationship between knowledge of vocabulary and reading achievement leads to the conclusion that knowing the meaning of words in a passage enables the reader to answer questions about the passage. The goal of vocabulary instruction is the acquisition of the concepts represented by words as well as the ability to recognize and analyze words. To teach vocabulary effectively, the instructor must recognize that the vocabulary of a mature language user consists of three tiers: (1) high frequency, very basic words, (2) extremely low frequency words, and (3) frequently encountered words connoting a mature literacy level. Vocabulary instruction should be concerned with this third tier of words, and strategies should involve relatively easy-to-plan lessons, quickly developed materials, and results that justify the time spent both in and out of class. Typical activities include giving students examples of the word, using the word in meaningful sentence contexts, giving synonyms and antonyms for the word, and using the word in analogies. Techniques such as semantic mapping or webbing provide a means for students to visualize the association among words. An additional concept-extending strategy involves having students look outside of the classroom for words they are studying. In designing a vocabulary curriculum, teachers should keep in mind the importance of promoting interest and independence in vocabulary development. (NKA)

ED 280 044 CS 210 355

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet. 1987 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87

NOTE- 23p.; For related documents, see CS 210 354-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with a questions booklet) includes the following 10 short selections taken from fiction, nonfiction, poetry, and drama: "Parents as People (with Children)" (Ellen Goodman); "Everybody Knows about the Arctic" (Jim Green); an excerpt from "The Red Dress" (Alice Munro); an excerpt from "Henry VIII, Act III, Scene ii" (William Shakespeare); an excerpt from "A Streetcar Named Desire, Scene ii" (Tennessee Williams); "The Sun Here" (Walter Bauer); an excerpt from "We Have the Awful Knowledge to Make Exact Copies of Human Beings" (Willard Gaylin); "The Tally Stick" (Jarold Ramsey); "Mayhew" (W. Somerset Maugham); and "On Seeing" (Annie Dillard). (JD)

ED 280 060 CS 210 374

Smye, Randy
Style and Usage Software: Mentor, not Judge.
PUB DATE- 19 Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Reviews; Feedback; Higher Education; *Revision (Written Composition); *Word Processing; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Processes

Computer software style and usage checkers can encourage students' recursive revision strategies. For example, HOMER is based on the revision pedagogy presented in Richard Lanham's "Revising Prose," while Grammatik II focuses on readability, passive voice, and possibly misused words or phrases. Writer's Workbench "Style" (a UNIX program) provides information on sentence type, word usage, and percentages for sentence beginnings. However, most programs share the same weaknesses: a linear and judgmental composition philosophy and an inappropriate revision model. A combination of Writer's Workbench and Emacs (a Microsoft "word" type of environment that has allowed for creation of a word processor through flexible use of the VT220 keyboard) results in a technology that encourages style and usage revision at any stage of the student's composing process. For example, a student can view simultaneously the text being edited and a Writer's Workbench text analysis. This program can also be used as an instructional tool by writing a script with blank spaces for inserting variables taken from the program's statistical text analysis. The resulting feedback, specific to the assignment's rhetorical mode of an assignment and combined with the computer software technology, encourages both deep structure and surface feature revisions. (SRT)

ED 280 100 CS 505 542

Garner, Patrick H.

Universals of Nonverbal Behavior: A Review of Literature and Statement of Implications.

PUB DATE- Apr 87

NOTE- 18p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Patterns; *Behavior Theories; Communication (Thought Transfer); *Intercultural Communication; *Nonverbal Communication; Social Theories

IDENTIFIERS- *Communication Behavior; Communication Patterns; *Cultural Universals; Eibl Eibesfeldt (Irenaus); Ekman (Paul)

Universals in nonverbal behavior represent an important issue in the study of the cross-cultural communication. Perhaps the most well-known research in nonverbal universals was conducted by Paul Ekman, who examined literate and preliterate cultures from various language groups and identified six universal facial expressions: happiness, sadness, disgust, surprise, fear and anger. Another notable researcher, Irenaus Eibl-Eibesfeldt, studied children born with sensory, mental, and physical deprivations and discovered crucial factors in the roles played by learning and inheritance in the development of expressive behavior. He also conducted important research on universals in approach-avoidance behavior. Other research has focused on the development of the human smile and two other closely related nonverbal universals: mutual gaze and the infantile eye fixation. Other nonverbal universals studied include interactional synchrony, body movement and speech rhythm, quasi-courtship behavior, and turn-taking. Researchers offer conflicting explanations of the historical development of universal human communication structures. A position supporting genetic-environmental interaction balances these explanations. The concept of survival value seems to be the most reasonable explanation of the exact origin of specific behaviors. However, the notion of opposites represents a deeper, unifying structure in cross-cultural communication that ties together theories of nonverbal behavior, linguistics and myth. (JD)

ED 280 166 EA 019 276

Hornbeck, David W.
Does Values Education Belong in the Curriculum?
PUB DATE- 21 Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Citizenship Education; *Curriculum Development; Curriculum Evaluation; Educational Change; Elementary Secondary Education; Evaluative Thinking; Family School Relationship; Improvement Programs; *School Community Programs; School Community Relationship; School Responsibility; Staff Development; *Student Characteristics; *Student Development; Student Needs; Student School Relationship; *Values Education

This report recommends ways to integrate values education into schools' curricula. Societal problems indicate that values play as important a role in students' development as math and science, as suggested by statistics on increasing teenage suicide, pregnancies, and dropping out. While it is important to ensure that at-risk students become critically thinking young people that is not enough, nor is it enough to collect credits and occupational degrees without the values that make for a caring society. However, traditional means of values transmission--church, family, school--have altered in function; for example, of children born in 1983, 60 percent will live in a one-parent home by age 18. Schools, often captured by academic achievement goals, exclude factors contributing to young people's character. Three approaches might be considered in determining how to teach values. (1) Classroom/curriculum approaches infuse values throughout curricula, courses, or classroom discussions. (2) The school examines its actions to ascertain what contributes to or detracts from selected values; for example, curriculum development should consider women's and minorities' roles, staff development, and the school-home relationship. (3) A strong community service program may be the most important component of a quality values education program because people learn best by doing; such a program requires adequate supervision and a seminar and/or writing component. This fundamental program is recommended as a graduation requirement because it fulfills the need for belonging and because a good community program can develop a sense of responsibility beyond the self. (CJH)

ED 279 789 CE 046 199

Principles and Techniques for Effective ABE Staff Development.

National Adult Basic Education Staff Development Consortium, Washington, DC.

PUB DATE- Feb 87
NOTE- 23p.; Supersedes ED 274 785.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Classroom Techniques; *Inservice Teacher Education; Postsecondary Education; Program Development; Program Implementation; *Staff Development; Teaching Methods; *Training Methods

The National Adult Basic Education (ABE) Development Consortium developed a set of staff development principles and techniques from staff training literature and surveyed professional ABE staff developers regarding their appropriateness. Of 65 surveys distributed at a Florida conference and mailed to other interested practitioners, 35 were returned (54 percent). Of the 70 principles identified, 17 were ranked at an average of 2.7 or above on a 0-3 scale of appropriateness. Highly ranked general principles stress the importance of a positive climate for professional development, including both physical and psychological comfort. Participants are valued for their experience and professionalism, and activities relate to an individual's conceptual framework. Staff development activities are more likely to be successful, according to the rating scale, when the participants choose their involvement and when training is linked to an individual professional development plan. Evaluation is an integral component of ABE staff development and influences future planning and implementation of staff development activities. Other successful activities also take into account participant needs; effectiveness also results when new practices are clearly and explicitly presented by credible staff developers. Of the 39 techniques identified, five were ranked 2.7 or above. Techniques ranked highly stressed time and practice and nonjudgmental feedback, reinforced the perception of adult educators as facilitators versus teachers, were closely related to curriculum development, and involved well-organized, competent ABE staff developers. A staff development assessment guide will be prepared using the findings of this study. (Lists, with study rankings, of 24 general principles of staff development, 17 principles for planning staff development, 29 principles for staff development implementation, and 39 ABE staff development techniques are provided. Also included are a chart of components of effective inservice training and a list of 19 references.) (KC)

ED 279 803 CE 046 462

Learning Activity Packets for Grinding Machines. Unit III--Cylindrical Grinding.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 83

NOTE- 71p.; For related teacher's guide and packets, see CE 046 459-461.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0314--$4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Job Skills; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- Oklahoma

This learning activity packet (LAP) is one of three that accompany the curriculum guide on grinding machines. It outlines the study activities and performance tasks for the third unit of this curriculum guide. Its purpose is to aid the student in attaining a working knowledge of this area of training and in achieving a skilled or moderately skilled competency level in the performance of jobs associated with this specialty. The course of study in this LAP will help the student become able to set up and operate the cylindrical grinder; mount, balance, and dress a grinding wheel; grind work between centers; and regulate wheel speed, work speed, and rate of table travel. Seven tasks are included in the LAP. Contents are a check list of the learning steps, pretest, assignment sheets, and answer keys for the pretest and assignment sheets. (YLB)

ED 279 876 CE 046 609

Electrical Occupations and Residential Electricity. Vocational Education Curriculum Guide. Industrial and Technical Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
PUB DATE- Mar 87
NOTE- 99p.

AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; *Competency Based Education; Construction (Process); *Course Content; Curriculum Development; Educational Resources; *Electrical Systems; Electric Circuits; *Electricians; *Electricity; Job Skills; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *West Virginia

This curriculum guide contains eight units that provide the basic curriculum components required to develop lesson plans for the electrical occupations/residential electricity curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: computer service loads; installing electrical environmental control components; installing lighting fixtures; installing service entrances; installing switch boxes and outlets; maintaining existing wiring; roughing in feeder, branch circuit cables, and circuits; and trimming out. A list of equipment to be carried in an electrical occupations/residential electricity tool kit completes the guide. (KC)

Genovard, Candido; And Others
Vocational Training in Spain.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6531-9
PUB DATE- 85
NOTE- 171p.; Color used in a map and two diagrams will not reproduce well.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; Demography; Economic Factors; Educational Attitudes; *Educational History; Educational Needs; Enrollment; *Financial Support; Foreign Countries; Government School Relationship; Postsecondary Education; Program Administration; *Program Content; Program Improvement; *School Responsibility; Secondary Education; *Vocational Education
IDENTIFIERS- *Spain

Vocational training in Spain suffers from a fundamental initial disadvantage, namely the subsidiary position that it occupies in the general structure of the country's educational system. The situation has been aggravated by the sector's relative neglect by the government, which has been forced to concentrate its efforts on secondary and university education as a result of the rapid population growth that occurred throughout the 1970s. The remainder of society is also rather uninterested in vocational training and views it primarily as the educational option for those who do not successfully complete their elementary education. The general attitude from industry is that vocational education does not provide adequate preparation for today's jobs and that its content is not geared toward meeting industry's needs. More than once, the government has recognized the need for closer cooperation with the employment sector in planning course content and developing occupational profiles to guide vocational training. In general, however, the lack of labor planning and clear employment forecasts have allowed vocational education to continue concentrating on sectors of the job market that are currently saturated and to give inadequate attention to sectors that are currently expanding or of vital importance to the economy. As in academic education, theory is given preeminence over practice in vocational training. The lack of teaching resources appropriate to preparation for the contemporary world of work is another of the problems inherent in the vocational education system. Closer links between vocational education and industry are difficult to establish since the formal vocational training system begins at age 14, which is two years before youth can legally hold jobs. A map of Europe and two diagrams are provided in color; tables, figures, and a bibliography are also included. (MN)

ED 279 916 CG 019 724

Champagne, Delight E.
Planning Developmental Interventions for Adult Students.

PUB DATE- 16 Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Students; *College Students; *Delivery Systems; *Developmental Programs; Higher Education; Midlife Transitions; *Nontraditional Students; Social Support Groups; Student Characteristics; Student Needs; *Student Personnel Services

Student affairs professionals have come to realize that the student body on college campuses is changing. Adult students are filling the spaces left vacant by a diminishing traditional-aged student population. Interventions in student affairs, however, are often targeted for the specific developmental tasks of the traditional student. Student affairs professionals need to give greater consideration to the developmental needs of adult learners. Adult learners have a common need for interventions which focus on the transition process. To provide services to adult students, student affairs professionals need a knowledge base of current literature on adult transitions. In addition, a distinction should be made between a developmental model and a medical model as the foundation for establishing intervention goals for the adult learner who is in transition. New systems of service delivery are required to meet the needs of the growing college population of older students. Service delivery areas important in meeting the needs of older students include specialized services, advocacy, referral, networking and mentoring, education, provision of a clearinghouse linking students to campus services, program planning, and counseling. (NB)

ED 279 945 CG 019 754

Developments in Aging: 1986--Volume 2--Appendixes. A Report of the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-R-100-9-V2
PUB DATE- 27 Feb 87
NOTE- 512p.; For Volume 1, see CG 019 753.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); Federal Aid; *Federal Legislation; *Federal Programs; *Human Services; *Older Adults; *Public Agencies; Well Being
IDENTIFIERS- Congress 100th

This document is the second volume of a two-volume Senate report describing actions taken during 1986 by the Congress, the administration, and the Senate Special Committee on Aging which are significant to older Americans. While volume 1 summarizes and analyzes federal policies and programs that are of continuing importance for older persons and their families, volume 2 contains an extensive set of appendices. Appendix 1 contains the annual report of the Federal Council on the Aging. Appendix 2 contains reports from the United States Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, the Interior, Justice, Labor, State, Transportation, and the Treasury. Reports are included from several federal agencies, including: (1) ACTION; (2) Commission on Civil Rights; (3) Consumer Product Safety Commission; (4) Environmental Protection Agency; (5) Equal Employment Opportunity Commission; (6) Federal Communications Commission; (7) Federal Trade Commission; (8) General Accounting Office; (9) Legal Services Corporation; (10) National Endowment for the Arts; (11) National Endowment for the Humanities; (12) National Science Foundation; (13) Office of Consumer Affairs; (14) Pension Benefit Guaranty Corporation; (15) Postal Service; (16) Raildroad Retirement Board; (17) Small Business Administration; and (18) Veterans Administration. (NB)

ED 279 959   CG 019 768

Gressman, John W.; Brandt, Cecilia
A Family Planning Teen Parent Advocate Program.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
AVAILABLE FROM- Family Planning Services, 6 South Laurel Street, Bridgeton, NJ 08302 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Advocacy; Community Services;

Contraception; *Counseling Services; *Early Parenthood; Family Planning; *Health Education; Infants; Mothers; *Parent Education; *Parenting Skills; Pregnancy; Program Effectiveness

This paper presents a model for the development, implementation, and utilization of a health education, counseling, case management, and advocacy program for teenage parents. It describes the Teen Parent Advocate Program, a rurally based program designed to reduce the incidence of repeat teenage pregnancy, develop more effective contraceptive behaviors, improve infant and maternal health, develop effective parenting skills, and increase use of community resources. The paper discusses the use of a health educator to provide education information beginning while the teenagers are in obstetrical recovery. It notes that bi-weekly contact continues for a 3-month period, and includes telephone counseling and appointments as requested. An analysis of the adolescent participants in the program is presented. Utilization of referrals are evaluated. Education and counseling sessions with recurring themes for the teenagers, their partners, and their families are described. Outlines are included for program development, formal and informal service networks, program modifications, and program strengths and weaknesses. Recommendations and conclusions for program effectiveness conclude the paper. (Author/NB)

Klausmeier, Walter W.; Henshaw, Beverly
Integrating an HTLV-III Screening Program into a Community Based Family Health Service Agency.
PUB DATE- 30 Sep 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Health Services; *Disease Control; *Family Planning; Females; High Risk Persons; *Perinatal Influences; Pregnancy; Prevention; Public Health; *Screening Tests
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Human T Lymphotropic Virus III

Acquired Immune Deficiency Syndrome (AIDS) has become one of the most serious epidemic disease problems in recent years. In 1985 the Public Health Service recommended establishment of test sites where individuals might be tested for Human T Lymphotropic Virus III (HTLV-III) antibody. An HTLV-III antibody screening program was integrated into a community-based health service agency which focused on reproductive health care. The HTLV-III antibody screening program provided a needed testing and counseling service to community residents. Both staff members and community residents benefited by having pertinent and accurate information on AIDS available and accessible. The literature indicates that providing HTLV-III screening and counseling for women of reproductive age prior to their becoming pregnant is the most effective way to prevent perinatal transmission of the virus. Family planning programs with females at risk have a responsibility of providing information and making available testing for the HTLV-III antibody to provide women information regarding the risk. Sensitivity to staff, clients, and community concerns is imperative in implementing an HTLV-III screening program. Careful consideration needs to be given to site, scheduling, voluntary participation, anonymity, and confidentiality as well as clinical services in order to have a successful program. Appendices include information sheets on the blood testing program and procedures. (NB)

ED 280 030 CS 210 336

Young, Gene
Student Editing Internships in Low-Industry Geographical Areas.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; *Field Experience Programs; Higher Education; *Internship Programs; School Business Relationship; *Technical Writing; Writing Instruction

IDENTIFIERS- Morehead State University KY

Morehead State University's technical writing internship program provides students who are not suited to larger, industry-based writing internship programs with professional writing experience. Most interns are English majors, and only the best and most interested students are selected. The program confers 3-6 semester hours' credit and aims to place students in offices or agencies on campus or in local or state government offices with ongoing, integrated writing projects in progress. The bulk of the internships are with the university's Department of Public Information, which produces promotional literature for the university. Any institution interested in implementing an internship program should take care in (1) choosing supervising agencies and writers (some agency heads exploit interns to the extent that the students do little more than fetch coffee); (2) matching students to projects (so that a formula writer, for instance, is not put into a situation that requires a great deal of creativity); and (3) outlining and maintaining written controls and standards to make sure both the intern and the supervisor completely understand the rules. Although students gain little in the way of open doors to jobs in their field, the beauty of a college-run internship program versus an industry based one is that college programs tend to be more flexible and sensitive to individual students' needs. (AEW)

ED 280 114 CS 505 565

Surlin, Stuart H.; And Others
TV Network News: A Canadian-American Comparison.
PUB DATE- May 87
NOTE- 24p.; Paper presented at the Joint Meeting of the Canadian Communication Association, the International Communication Association, and the Quebec Communication Research Association (Montreal, Quebec, Canada, May 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Comparative Analysis; Content Analysis; Cross Cultural Studies; Foreign Countries; *Information Dissemination; *Mass Media Effects; *News Media; *News Reporting; Television Research; Television Surveys; Television Viewing
IDENTIFIERS- *Canada

A study investigated the differences between television news programming in Canada and the United States in three areas: ownership (public versus private), language (French versus English), and nation of origin (Canada versus the United States), in order to determine basic differences in network TV news content Canadian viewers may experience, depending on their news source. Network newscasts generated from a randomly constructed Monday-through-Friday week drawn from the final 3 weeks of October 1985 were coded and subjected to content analysis. Findings indicated that: (1) regardless of which television news they watch, Canadians and Americans do not receive in-depth reports of events; (2) Canadians viewing American network news will be exposed to virtually nothing about events in Canada; (3) in both countries, international news reporting tends to follow the same general criteria for newsworthiness (armed conflict, terrorism, etc.); (4) while politics and economics are the chief areas of focus on all networks, these topics are covered to a far greater extent on Canadian networks; (5) the profession of news reporter on privately-owned Canadian networks is almost exclusively male--network anchors are all male; and (6) there is no apparent public or private ownership agenda concerning type of coverage, items covered, or issues or areas of coverage. (Data tables are included.) (NKA)

ED 280 128 EA 019 225

Wu, P. C.
Research on Collaboration: Why It Works in Some Places and Not in Others.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Kentucky, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperation; *Cooperative Planning; Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Politics of Education; School Districts; Workshops
IDENTIFIERS- Collaborative Research

This paper approaches the concept of collaboration by using a workshop format in three segments: (1) a puzzle to solve, (2) lessons on collaboration learned from solving the puzzle, and (3) a tabular overview of the fundamental differences between universities and school districts which hinder collaboration. After participants have formed teams to solve a geometric puzzle without verbal communication, they are queried about emerging leaders, common goals, attitudes, communication and participation problems, resolution of differences, and other group experiences. These questions and their answers constitute the lessons on collaboration. Salient research examples accompany most lesson explanations. Next, collaboration is defined. It is noted that collaborators do not have to know or like each other, and that knowledge itself could not exist without collaboration on symbols and their meanings. Organizations usually collaborate only after their leaders conclude that success is impossible separately. A three-page table summarizes differences in research emphasis, control, policy-making, learning paradigms, personnel matters, commitment levels, funding, status, and other areas that hinder university-school district collaboration. Cooperative planning is important to education and mandates improvement of college-school relations. Included are 24 references. (MLH)

ED 280 154 EA 019 263

Crawford, Chase
Administrative Uses of Microcomputers.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 87
NOTE- 14p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Computer Uses in Education; *Database Management Systems; Data Processing; *Educational Administration; *Management Information Systems; *Microcomputers; Secondary Education
IDENTIFIERS- Florida

This paper examines the administrative uses of the microcomputer, stating that high performance educational managers are likely to have microcomputers in their organizations. Four situations that would justify the use of a computer are: (1) when massive amounts of data are processed through well-defined operations; (2) when data processing is highly repetitive; (3) when processing speed is important; and (4) when the task can be performed by a computer, and manual performance is not practical. Tasks that can be automated by microcomputers are discussed for 16 administrative functions. Descriptions of the tasks are based on the capabilities of software recommended by at least two principals in two National Association of Secondary School Principals (NASSP) surveys and two surveys of Florida principals. Four functions--student records, scheduling, attendance accounting, and grade analysis and reporting--are identified as constituting over 50 percent of the NASSP survey recommendations. The remaining functions are listed as athletics, budgeting, financial accounting, food service, guidance, information from data banks, instructional management, inventory and property records, media center, planning, staff/personnel records, and student transportation. Each function is examined in depth and capabilities of the software for each function are highlighted. (WTH)

ED 279 820 CE 046 481

Hendrix, Laborn J.
Industrial Mechanical Maintenance.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 423p.; Some pages are printed on colored paper.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 80--$30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Equipment; *Equipment Maintenance; *Industrial Arts; Lesson Plans; *Machine Repairers; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Trade and Industrial Education; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- *Oklahoma

This manual was developed to assist teachers in Oklahoma in preparing students for industrial mechanical maintenance. The materials in this teacher's guide are organized in 14 units of instruction covering the following four areas: receiving and setting equipment; equipment hookup and operation; equipment layout, anchoring, and setup; and maintenance. Each unit follows a standardized format that includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. (KC)

ED 279 848 CE 046 520

Thomson, Peter; Murphy, Jan
Transferable Skills in Technical and Further Education.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-131-8
PUB DATE- 87
NOTE- 58p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Delivery Systems; Developed Nations; *Employment Potential; Foreign Countries; *Job Skills; Postsecondary Education; Secondary Education; Teacher Participation; *Transfer of Training; *Vocational Education
IDENTIFIERS- *Australia
This report focuses on transferable skills--those knowledge, attitudinal, and manual skills an employee brings to a job (or an employer expects an employee to bring) that provide that employee with occupational competence and mobility. The concept of "skill" and categories of skill are explored and defined. Chapter I discusses the concept of transferable skills. It looks at labor market issues and how they relate to the need for transferable skills. Developments in training practices are considered to see how they relate to the provision of transferable skills. Training issues are trade teachers, mobility and productivity, competence, and labor market. Chapter II looks at the two groups of skills that have been identified as enhancing job mobility: skills a student will require to complete a course of training and/or retraining and skills needed during a working life. The relationship between skills in the two groups and their usefulness in vocational curriculum design is discussed. Chapter III first considers three curriculum delivery methods relevant to delivery of transferable skills: competency-based delivery, individualized instruction, and modular instruction. Next, DACUM (Develop a Curriculum) is recommended as the most appropriate method for curriculum development for transferable skills. Finally, teacher participation is addressed. Chapter IV outlines the proposed strategy for instilling transferable skills into vocational curricula. A four-page list of references is provided. (YLB)

ED 279 862 CE 046 552

Gruber, David; Davidson, Frazierita

State Employment Initiatives for Youth. An Assessment of the Demonstration.

Public/Private Ventures, Philadelphia, PA.
PUB DATE- Nov 86
NOTE- 62p.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Career Education; Coordination; *Demonstration Programs; *Disadvantaged; Models; *Needs Assessment; Program Effectiveness; Program Evaluation; Secondary Education; Statewide Planning; Unemployment; *Youth Employment; *Youth Programs
IDENTIFIERS- *State Employment Initiatives for Youth

The State Employment Initiatives for Youth (SEIY) demonstration was designed to test a model approach to state-level planning and local programming for youth at risk of chronic unemployment using existing public resources. As an initial step, the demonstration required that the governor in each of three participating states--Massachusetts, South Carolina, and Oregon--appoint a Youth Coordinating Council. States also provided initial funding. The councils were asked to take two initial planning steps: to complete a needs assessment to identify strengths and deficiencies in the youth-serving system and to develop a comprehensive strategy for making improvements in youth services through a process that included establishing priorities for local programs. The SEIY approach increased the priority and degree of attention given at-risk youth by participating state agencies, produced improvement in state-level interagency collaboration on issues of service to at-risk youth, increased the range of services available to at-risk youth, and increased collaboration at the local level. The demonstration did not effectively promote the needs of at-risk youth as a priority for governors and state legislatures. Institutionalization of the Youth Coordinating Council process was proceeding in Oregon and Massachusetts. (YLB)

Health Insurance: Comparison of Coverage for Federal and Private Sector Employees. Briefing Report to the Chairman, Subcommittee on Civil Service, Post Office, and General Services, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-32BR
PUB DATE- 31 Dec 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; *Employees; *Federal Programs; Fringe Benefits; *Health Insurance; Mental Health; Physical Health; *Program Costs
IDENTIFIERS- *Private Sector

This briefing report was developed to provide a Senate subcommittee with information concerning certain benefit features of the Federal Employees Health Benefits Program (FEHBP). It compares coverage for selected health benefits in the federal and private sectors for a 6-year period (1980-1985). A description of methodology states that information on federal benefits was obtained by reviewing coverage for 18 FEHBP plans and that private sector benefits information came from the Bureau of Labor Statistics' survey "Employee Benefits in Medium and Large Firms." Results are reported showing that, compared to private sector employees, federal employees were more likely to be covered for routine physicals, hospice care, and catastrophic illness; less likely to have dental, home health, alcohol and drug abuse treatment, and extended care coverage; and similarly covered for mental health care. Also reported are findings that federal enrollees paid more of their health care costs in premiums, deductibles, and coinsurance than did private sector employees. The report examines three other aspects of federal coverage: (1) what it has recently cost plans to add coverage for certain health benefits; (2) what benefit changes have been made for mental health coverage; and (3) what use plans are making of certain cost containment efforts, such as second opinion programs and hospital utilization review. Six tables and 18 figures are included. (NB)

ED 280 074 CS 210 389

Ward, Jay A.

Cognitive Development as Literacy.

PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Critical Thinking; Educational Theories; Higher Education; *Language Processing; *Literacy; *Reading Writing Relationship; Teaching Methods; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Audience Awareness; Cultural Literacy

Literacy implies the ability to read and write, but for educated persons it also involves special skills that are fundamentally cognitive or intellectual. This ability to think critically should be taught in college composition classes, since studies have indicated that over half of the undergraduates in the United States are at the concrete operations stage (ability to classify or arrange observable data) of cognitive development or between it and the formal operations stage (ability to abstract, synthesize, or deduce without concrete experience). An important facet of the contextual nature of literacy for composition instruction is the central role that the relationship between writer and reader or audience plays. Students have yet to learn the assumptions and strategies characteristic of the interpretive community, which expresses itself through academic writing. Another way to look at literacy is as a shared, collective knowledge--as cultural literacy--while a less value-laden perspective is that of social literacy. A pervasive concern in literacy research is that literacy not be confused with the acquisition of narrow technical skills, but that students' growth to higher level literacy be promoted through the use of appropriately timed and sequenced writing assignments. Conceptions of literacy differ, but all imply for the college educated an ability to read, write, and be conscious of text and audience in ways very much like those described by the developmental psychologists. In the composition class, teaching activities should enhance or facilitate student maturity in this direction. (NKA)

ED 280 087 CS 505 511

Novak, Glenn D.
Changing the Shape of American Radio Drama: Innovation and Representation in Archibald MacLeish's "The Fall of the City."
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drama; *Listening Comprehension; Literary Criticism; Literature Appreciation; *Oral Interpretation; *Poetry; Popular Culture; Production Techniques; *Radio; Readers Theater
IDENTIFIERS- Fall of the City (MacLeish); *MacLeish (Archibald)

The (CBS Radio) Columbia Workshop, formed in 1936, encouraged the writing and production of creative, non-traditional radio drama such as Archibald MacLeish's verse play "The Fall of the City," which aired on April 11, 1937. MacLeish considered radio the ideal medium for poetry because it offers only aural stimuli without competition from visual stimuli. In "The Fall of the City" a conqueror arrives and the people of the city fall at his feet, but when he lifts the visor on his helmet, there is no one inside the armor. The radio announcer, acting in the tradition of the Greek chorus, states the theme of the drama: people invent their oppressors. The part of the announcer was played by Orson Welles. Crowd noises were created by recording the sounds of students and extras earlier and playing it back during the live performance while the extras repeated their noise. "The Fall of the City" was a significant event because it was prophetic of events to come, such as the fall of Vienna to Hitler, and also because it represented the first attempt by an American poet to create a verse play expressly for radio. In general, "The Fall of the City" met with public acceptance and critical acclaim. (SRT)

ED 280 141 EA 019 244

Wilson, James L.
Implementing State Standards and Assessment Programs Successfully--A Model for State Governments, Departments of Education and Local School Districts.
PUB DATE- Jun 86
NOTE- 12p.; Paper presented at the Education Commission of the States Assessment Conference (Boulder, CO, June 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Administrator Responsibility; Board of Education Role; Cooperative Planning; Cooperative Programs; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Governance; *Government School Relationship; *Program Development; Program Effectiveness; Program Implementation; School District Autonomy; State Legislation; *State Programs; State Standards

This report describes how successful statewide programs of educational standards and assessment are established and briefly discusses causes of program failure. Four key stages characterize effective program establishment: (1) planning, (2) development, (3) implementation, and (4) monitoring. Planning involves interaction among all parties, for example, state government, state departments of education, and school districts. As many concerns as possible should be identified before development begins. Development follows the decision to create a program, standard, or test. The state departments of education should assume leadership at this time, though the origin of program mandate determines the level of state involvement. Local educational agencies must also be primary developers. Implementation rests with school districts, which are ultimately accountable for program success. If districts are unwilling to assume the major role or if the state is unwilling to allow them, resistance will plague the implementation stage. Monitoring is perhaps the most important program stage. The state educational department, not local districts, should monitor such frequently complex programs. Inconsistencies emerge with district monitoring, and districts are too involved to evaluate objectively; outside monitoring establishes credibility. Four figures illustrating program establishment stages are appended. (CJH)

ED 279 903 CE 046 693

Martin, Joan
Partners in Work. Creative Non-Traditional Coloring Book for Children in Child Care Programs.
Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Occupations; Allied Health Occupations; *Career Awareness; *Disabilities; Early Childhood Education; *Equal Opportunities (Jobs); Homemakers; *Nontraditional Occupations; Office Occupations; *Racial Bias; Service Occupations; *Sex Fairness; Technical Occupations; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Coloring Books

This coloring book is intended to provide children in child care programs with activities that reinforce the many options for vocational careers that are available to all persons regardless of sex, race, or disability. The book contains pictures of persons of both sexes and various races as well as individuals with disabilities. Each picture deals with one of the following occupations: child care worker, homemaker, horticulturist, carpenter, cook, dental assistant, practical nurse, auto mechanic, cashier, secretary, drafting assistant, and electronic technician. A teacher's guide accompanies each activity sheet with information and suggestions for helping students use the coloring page effectively. Each guidesheet includes the following: information about the vocation, vocabulary associated with the picture, details included in the picture, a suggested preactivity for the child (including objects for play), suggestions for having a visitor to the child care center, and suggested field trip and extension activities. (MN)

ED 280 045 CS 210 356

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet. 1987 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87

NOTE- 22p.; For related documents, see CS 210 354-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 30 in Alberta, Canada, this questions booklet contains 80 multiple choice test items based on the ten selections in the readings booklet. The questions examine the students' skills in (1) understanding meanings, (2) recalling materials read, (3) understanding and interpreting the relationships between form and content, and (4) understanding and interpreting human experience and values as expressed through literature. (JD)

ED 279 836 CE 046 498

Mueller, Gus
Successful Conference Programming Methods. Your Guide to Effective Planning and Administration.
REPORT NO.- ISBN-0-9614097-0-3
PUB DATE- 82
NOTE- 93p.
AVAILABLE FROM- Fern Publications, 2117 South High Street, Bloomington, IN 47401 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Budgeting; Check Lists; *Conferences; Continuing Education; Cost Effectiveness; Guidelines; Meetings; *Planning; Postsecondary Education; Program Administration; *Program Development; *Program Implementation; Scheduling; Workshops

This guidebook is intended to help conference program planners in their jobs. The book is organized in four sections. Section One introduces the book, establishes reasons for having a conference, suggests alternative program models, and describes the coordinator's roles. Section Two describes the process of conference planning. Chapter 1 of this section examines time, money, and budgets, and Chapter 2 discusses facilities, promotion, registration, special arrangements, and the planner's fee. In Section Three, onsite realities of the program and evaluation are discussed; the final section concerns the aftermath of the program--financial "clean up," final evaluation, and planning for next time. An appendix to the guide, which makes up about half of the booklet, contains checklists, idea sheets, a bibliography, and sheets for planning. (KC)

ED 279 960 CG 019 769

Veterans' Claims: Post-Traumatic Stress Disorder. Report to the Honorable George C. Wortley, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-22
PUB DATE- 20 Jan 87
NOTE- 15p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 ea.; 25% discount 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Clinical Diagnosis; Decision Making; *Evaluation Criteria; *Mental Disorders; *Psychiatric Services; Stress Variables; *Veterans
IDENTIFIERS- New York (Buffalo); *Posttraumatic Stress Disorder; *Veterans Claims

Post-traumatic stress disorder (PTSD) was officially recognized as a disorder by the American Psychiatric Association in January 1980, and the Veterans Administration (VA) started processing veterans' claims for the disorder in October 1980. To investigate allegations that the Buffalo VA Regional Office was disapproving a high percentage of claims based on PTSD, not processing claims in a timely manner, awarding initial rating levels that were too low, and not providing due process to PTSD claimants, 32 PTSD cases were reviewed. The results revealed that: (1) statistical data on rating levels for PTSD cases were not available; (2) of the 32 cases reviewed, 19 were approved by the Buffalo Office to receive benefits, 4 were granted benefits by the Board of Veterans Appeals, 8 had been denied by Buffalo and were in the appeals process, and 1 case was denied and closed; (3) the 23 cases receiving benefits had a weighted average rating at the 40-percent degree of disability level and an initial weighted-average rating at the 30-percent level; (4) the Buffalo Office practice for deciding whether to request a psychiatric examination resulted in delay in processing claims; and (5) of 21 decisions rendered by the Board of Veterans Appeals for the 32 cases, none resulted in a return of the case to the Buffalo Office for lack of due process. Corrective actions which Buffalo Office officials have taken or agreed to take should reduce the processing time for PTSD claims. (NB)

ED 280 003 CS 008 726

Durkin, Dolores
An Attempt to Make Sense Out of a Senseless Basal Reader Lesson.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Basal Reading; Education Courses; Elementary Education; Evaluation Methods; Higher Education; Instructional Materials; *Reading Instruction; Reading Materials; *Reading Programs; Teacher Education; *Teaching Methods; *Textbook Evaluation

Students in a teaching methods course evaluated a recently published basal reader to see if it conformed to guidelines for the efficacy of such materials already established by the class. A story selection was read to identify (1) essential background information, (2) text features that might cause comprehension problems (subject matter for comprehension instruction), and (3) purpose-setting questions. Using what had been discussed in the course about story grammar, the students composed five brief, clearly stated questions that could be mimeographed for use by children as they did their reading. Other questions that might be asked were decided during the post- reading discussion. The students concluded in examining the teacher's manual that accompanied the reader that the section called "Introducing Vocabulary" offered insufficient help and that the section entitled "Independent Writing Activities" should be skipped entirely. The class elected to use most of the prereading time on new vocabulary. The consensus was that most of the guidelines in the manual did not reflect course recommendations, and that much of the criticism leveled at basal readers is justified. (NKA)

Calder, Boni; And Others
Guide 1983-84. Revised.
Saratoga Union School District, CA.
PUB DATE- Feb 87
NOTE- 386p.
AVAILABLE FROM- Saratoga Union School District, 20460 Forrest Hills Dr., Saratoga, CA 95070 ($50.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Drama; Elementary Education; English Curriculum; Essays; Expository Writing; Folk Culture; Instructional Materials; Integrated Activities; Peer Evaluation; Personal Narratives; Poetry; Prewriting; Revision (Written Composition); Story Telling; *Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Writing across the Curriculum

The result of the collaborative efforts of seven writing instructors and based in part on the Bay Area Writing Project, this writing guide is intended for teachers in grades one through six. In the first part, the first of four sections suggests instructional techniques and activities, includes student writing samples, and defines the writing process at the following developmental levels: prewriting, oral or written composing, responding, revising, editing, and evaluating. The second section presents a suggested grade level sequence and activities designed to incorporate other language arts curricula and writing genres. The third section discusses "power writing," a formula for expository writing, and the fourth section, focusing on response as the key to evaluation and assessment, suggests that there needs to be a balance both between peer and teacher evaluation and between primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate their subject and purpose than another, the second part of the guide discusses forms that are appropriate for elementary students and suggests lessons for each grade level. Activities are presented for grades one through six in the following forms: first hand experience, story, essay, folklore, drama, and poetry. A selected bibliography is included, and a supplemental guide titled "Scope and Sequence for Writing Skills" is appended. (JD)

ED 280 031 CS 210 337

Jeremiah, Milford A.
Using Television News and Documentaries for Writing Instruction.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Documentaries; English Instruction; Instructional Materials; Interdisciplinary Approach; Learning Strategies; Material Development; *Models; *News Media; Postsecondary Education; Secondary Education; Teacher Developed Materials; *Teaching Methods; *Television; Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *Instructional Models

Secondary and postsecondary students can be taught writing skills using a step-by-step examination of a television news or documentary program that can be undertaken in a single class period. The procedure consists of a series of strategies to facilitate the instructional process, as follows: (1) as a warm-up mechanism, the teacher introduces the writing skill (i.e., information or persuasion) on an overhead projector; (2) students are allowed time for questions and comments; (3) the news segment is presented; (4) students produce an outline from the news stimulus; (5) outlines are then assessed for organization; (6) the outlines are collected to minimize any external influences; and (7) students produce a full length essay at the next class period, after receiving their outlines. Topics should include an introduction, adequate support, and argumentation. Provision should be made for revision, and both formal (e.g., progressive scales) and informal mechanisms can be used for evaluating these writing activities. Since the structure and content of television news and documentary presentations seem to mirror the practice of essay writing instruction, the incorporation of such programs may be a productive avenue of writing instruction. (NKA)

ED 280 061 CS 210 376

Dungey, Joan M.
Fairy Tales and Fantasy: Bridges to Literature--Using Fairy Tales and Fantasy to Motivate the Reluctant Reader.
PUB DATE- Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Creative Teaching; Elementary Secondary Education; *Fantasy; Figurative Language; Imagination; Literary Criticism; *Literature Appreciation; Map Skills; Mass Media; *Student Motivation; *Teaching Methods
IDENTIFIERS- Disney (Walt); *Fairy Tales; Fantasy Reality Dichotomy; Fantasy Theme Analysis; Instructional Models; Reading Motivation; Wizard of Oz

Designed to give children a sense of the cultural heritage that fairy tales represent, this instructional unit was originally developed to motivate eighth-grade low-level readers and was later adapted for English as a second language classes and for a variety of elementary and secondary school learning levels. Objectives of the unit are to help students (1) develop listening skills by hearing fairy tales and doing various assignments, (2) enjoy reading their choice of fairy tales, (3) distinguish between statements that are "real" and statements that are not "real," (4) become familiar with well-known fairy tales by identifying elements in fairy tales on a matching test, (5) participate in writing assignments that used fairy tales as a theme, (6) learn new vocabulary words from the stories, (7) become familiar with various literary elements found in fantasy such as puns and riddles, (8) become familiar with the literary elements of similes and metaphors, (9) begin to read maps (maps of Disneyland and Oz serve as models), (10) learn to recognize the particular style of fairy tales by filling out a chart during the reading of a story, (11) learn to compare different versions of the same fairy tale, and (12) learn to write descriptive paragraphs. Detailed examples of representative classroom activities are attached, as well as a resource bibliography. (NKA)

ED 280 101 CS 505 543

Pohl, Gayle M.
The Effects of Intercultural Communication on Viewers' Perceptions.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Audience Analysis; Cultural Awareness; Cultural Images; Culture Conflict; Foreign Countries; Higher Education; *Intercultural Communication; *Mass Media Effects; Television Research; Undergraduate Students
IDENTIFIERS- Audience Research; *Audience Response; *Docudramas; Muslims; Saudi Arabia

Three studies explored the impact of the controversial television docudrama "Death of a Princess" on viewers' attitudes, comprehension, and desire to continue viewing the film. Sixty students in undergraduate communication classes participated in Study I, which measured attitude change induced by the film, relative to the viewers' prior knowledge base. A different group of 60 communication undergraduates took part in Study II, in which the same procedures were used, but attitude change relative to the viewers' level of religiosity was measured. Study III used a third group, 40 undergraduates enrolled, as were the others, in communication classes, to examine attitude change relative to personal evaluation of two concepts: "Saudi Arabia" and "Moslem." Each group was divided equally into those who reviewed the film and those who did not. Although it was hypothesized that viewing the docudrama would induce a more negative attitude toward Saudi Arabia, results indicated that a sweeping attitude change did not occur. Contrary to findings of previous research, men were found to be more persuadable than women. In addition, the control group developed a more positive attitude toward Saudi Arabia, while the group that actually viewed the film showed negative tendencies. Plausible explanations include: an inappropriate level of complexity for intercultural communication, differing conceptual schemes between groups, and previous exposure to media cultural bias. Overall, results suggest that the Saudi government's protest and the general international concern prior to the airing of the docudrama were unwarranted. (Data tables are appended.) (Author/NKA)

ED 279 790 CE 046 277

Jackson, Rose Emily; Harris, Joan, Ed.
A Consideration of the Social and Economic Costs to Citizens of South Carolina for Adult Illiteracy.

South Carolina Literacy Association, Columbia.
PUB DATE- 83
NOTE- 28p.
AVAILABLE FROM- South Carolina Literacy Association, P.O. Box 2014, Columbia, SC 29202 ($10.00; 10 or more--$7.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Cost Effectiveness; *Costs; *Disadvantaged; *Educational Needs; Educational Policy; Functional Literacy; *Illiteracy; Literacy Education; *Public Policy
IDENTIFIERS- *South Carolina

Illiteracy is a social and economic problem in South Carolina. In 1980, 445,202 persons in the state, 25 years of age or older, had less than an elementary school education. In relation to other states, South Carolina is ranked second according to the percentage of the adult population with less than high school completion. Statistics show that persons with low educational levels are much more likely to be involved in crime, to receive public assistance, to live in poverty, and to be unemployed. Illiteracy causes many problems for businesses. Expensive and sometimes dangerous mistakes are made by undereducated workers who cannot read directions or write clearly. The work force must be increasingly knowledgeable to respond to foreign competition. Illiteracy also has a negative effect on the state's economy. Tax revenue is lost because of lower personal income, while criminal justice and welfare costs are high. Funding literacy programs appears an attractive alternative to funding welfare programs. South Carolina is involved in an accountability movement to improve the process of education. Basic skills are tested in schools and can be remedied. In addition, a campaign to identify illiterate adults and provide educational opportunities is underway. Literacy is worth far more than it costs to produce. It is indispensible to the economy, and it is invaluable to the illiterate person. (KC)

ED 279 804 CE 046 463

Learning Activity Packets for Milling Machines. Unit I--Introduction to Milling Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82

NOTE- 121p.; For related teacher's guide and packets, see ED 236 346 and CE 046 464-465.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0309--$8.00; slides and audiotapes--$40.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Equipment Maintenance; *Equipment Utilization; Learning Activities; *Machine Tool Operators; *Machine Tools; *Metal Working; Safety; Secondary Education; Sheet Metal Work; *Trade and Industrial Education

This learning activity packet (LAP) outlines the study activities and performance tasks covered in a related curriculum guide on milling machines. The course of study in this LAP is intended to help students learn to identify parts and attachments of vertical and horizontal milling machines, identify work-holding devices, state safety rules, and perform general maintenance. The tasks presented in the LAP are designed to help students gain a moderately skilled or skilled competency level with respect to cleaning and lubricating horizontal and vertical mills. Included in the LAP are unit and specific objectives, a pretest, information and assignment sheets, cross-references to the curriculum guide, job sheets, and answers to the pretest and the assignment sheets. Page numbers in the LAP are coordinated with those in the curriculum guide. (MN)

ED 279 877 CE 046 610

Masonry. Vocational Education Curriculum Guide. Industrial and Technical Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
PUB DATE- Mar 87
NOTE- 62p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; *Competency Based Education; *Construction (Process); Construction Materials; *Course Content; Curriculum Development; Educational Resources; Hand Tools; Job Skills; Lesson Plans; *Masonry; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *West Virginia

This curriculum guide contains five units that provide the basic curriculum components required to develop lesson plans for the masonry curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: foundations and footings; laying a jointing and pointing; constructing residential chimneys and fireplaces; constructing buildings; and constructing concrete masonry. (KC)

Benjamin, Libby; Walz, Garry R.

Counseling Students and Faculty for Stress Management.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87

NOTE- 40p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Burnout; *College Faculty; *College Students; Counseling; Faculty College Relationship; Higher Education; Job Satisfaction; *Stress Management; *Stress Variables; Student Adjustment; Student Needs; *Teacher Student Relationship; Work Environment

This monograph was written to enhance the college or university faculty member's understanding of stress as it impacts upon both students and faculty, and to help faculty members cope with the stressors in their own lives and intervene with students to reduce stress. Stress is defined and sources of distress are identified. Research is cited which examines sources of faculty or counselor stress. Issues such as time, money, reputation, significance, and concerns for the future are considered. Burnout, a distinctive kind of job-related stress, is examined as it relates to college and university personnel. Factors in the academic environment which contribute to stress and may lead to burnout are identified within the categories of role dynamics, responsibility, occupation, job satisfaction, career paths, and the organization. Research exploring sources of student distress are also reviewed and contributors to student stress are outlined within the categories of instruction, competition, organization of time, adjustment to college, administrative problems, social adjustment, finance, housing, and transportation. Four preventive strategies and five combative strategies to help faculty members cope with stress are presented and six behaviors for faculty members to use in helping students handle stress are suggested. (NB)

ED 279 946 CG 019 755

The Menopause Time of Life.
National Inst. on Aging (DHHS/NIH), Bethesda, MD.
REPORT NO.- NIH-86-2461
PUB DATE- 86
NOTE- 27p.
AVAILABLE FROM- National Institute on Aging Information Center/Meno,

2209 Distribution Circle, Silver Spring, MD 20910 (Single copy, free). For multiple copies contact the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017046-00056-0, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Development; *Aging (Individuals); Eating Habits; *Exercise; *Females; *Mental Health; Middle Aged Adults; *Nutrition; Older Adults; Sexuality; Smoking
IDENTIFIERS- *Menopause; *Osteoporosis

This pamphlet examines menopause and the changes associated with it. Menopause is briefly described, surgical menopause is explained, and the relationship between menopause and the reproductive cycle is discussed. Signs of menopause are described, including hot flashes and vaginal and urinary tract changes. Postmenopausal osteoporosis is explained and women most at risk of developing osteoporosis are identified. Suggestions, in the form of lifelong eating and exercise habits, are given for preventing or delaying the onset of osteoporosis. Situations are discussed in which treatment is needed for menopause and available treatments, such as estrogen replacement therapy (ERT), are explored. Cases in which ERT should not be used are considered. Mental health during menopause is discussed, mood changes and depression during menopause are described, and the role of sexuality during and after menopause is explained. The role of good nutrition in helping women stay healthy as they grow older is examined. The dangers of smoking and the need for physical exercise are also discussed. The book concludes with a list of other National Institute on Aging publications of interest to older women. (NB)

ED 279 974 CG 019 783

Child Sexual Abuse: An Interdisciplinary Professional Reference Manual with Service Directory for Central Massachusetts.

Worcester Area Child Sexual Abuse Task Force, MA.

PUB DATE- Sep 86
NOTE- 152p.
AVAILABLE FROM- Central Massachusetts AHEC, 900 Main St., Worcester, MA ($10.00/copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Child Abuse; Children; *Crisis Intervention; *Family Problems;

*Interdisciplinary Approach; *Sexual Abuse
IDENTIFIERS- *Massachusetts

This manual represents a state-of-the-art summary of approaches in child sexual abuse interventions, emphasizing interdisciplinary cooperation between professionals in successful case management. Although prepared specifically for the use of professionals in Region II of the Massachusetts Department of Social Services and containing a service directory for the region, this handbook contains technical assistance and intervention procedural information which is generally applicable to child sexual abuse wherever it occurs. Section One, Interdisciplinary Perspectives, contains general information on what to do if a child discloses information about sexual abuse, signs of child sexual abuse, considerations for medical professionals, the court's response to child sexual abuse, child sexual abuse and the schools, and case management. Section Two, Intervention Scenarios, provides procedural information, targeted to Massachusetts and Region II, but generally applicable. It discusses the mandated reporting of child sexual abuse and provides scenarios of what happens to victims, offenders, and families. Section Three is the Region II service directory of agencies providing services to victims, non-offending parents, offenders, adult survivors of sexual abuse, and others. Section Four, Reference Material, includes legal information specific to Massachusetts and medical, prevention/education, assessment and diagnostic resources, and reference information of general interest. (NB)

ED 279 988 CG 019 797

Gleason, David F.; Shore, E. R.

Mental Health Professionals' Beliefs and Practices toward Self-Help Groups.

PUB DATE- 18 Apr 87
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Beliefs; Cooperation; *Income; Program Effectiveness; *Psychiatrists; *Psychologists; Public Service Occupations; Referral; Salaries; *Self Directed Groups; *Social Workers

Psychologists, psychiatrists, and social workers (N=132, a 53% response) responded to a mailed questionnaire assessing their beliefs and practices concerning self-help as it is affected by professional source of income, practice arena, and demographic variables. The 20-item questionnaire attempted to tap beliefs about the effectiveness and potential for integration and collaboration between self-help and professional help. The results indicated that service arena (public or private) had only limited impact on beliefs, while source of income (salaried or direct fee) produced significant differences, particularly on beliefs about the effectiveness of self-help and the potential for collaboration and integration. Profession of respondents was also found to significantly alter beliefs. Social workers tended to be somewhat more favorable toward self-help than were psychologists. One hundred respondents indicated that over a 1-year period they had referred someone to a self-help group. There appeared to be strong support for self-help groups which dealt with alcohol or drug problems. These results suggest that mental health professionals are mixed in their support for self-help groups. The findings help to identify respondent concerns as they relate to profession, service arena, and source of professional income. Several charts illustrate the data. (NB)

ED 280 046 CS 210 357

Grade 12 Diploma Examination, English 33. Part A: Written Response. 1987 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87
NOTE- 19p.; For related documents, see CS 210 354-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Pictorial Stimuli; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this test on writing contains general instructions and the following three writing tasks: (1) a personal response to an aspect of literature, (2) functional writing requiring a written response within a given situation or context, and (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (JD)

ED 280 115 CS 505 567

Hardy-Short, Dayle C.
Non-Traditional Tradition in the Heartland: Women's Choices in the Nebraska Gubernatorial Campaign.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elections; *Females; Feminism; Political Attitudes; *Political Campaigns; *Political Candidates; *Political Issues; Sex Differences; Sex Role; State Officials; Television
IDENTIFIERS- *Nebraska; Political Parties

Although the Nebraska gubernatorial race was the first statewide race in which both candidates were women, women's issues were seldom raised--even though both candidates thought the women's movement had helped to make their previous campaigns successful. Because each candidate opposed abortion, neither was endorsed by any of the major women's organizations. Both Kay Orr (Republican) and Helen Boosalis (Democrat) were politically experienced nominees who won decisively in their respective primaries and were considered highly competent by the traditionally conservative Nebraska voters. The Republican camp lost no time in trying to brand the moderate Boosalis a liberal--a charge she denied. Polls usually showed the candidates nearly even, although a greater percentage of men favored Orr while more women polled chose Boosalis. In the early stages of the race, the important issues seemed to be agriculture and its impact on the economy, education, and the role of state government. Economic issues dominated the latter part of the campaign, with the probable increase in state taxes becoming the single most important concern. In three televised debates between the candidates, neither candidate made any serious mistakes, but Orr was seen as more organized and direct with her answers. The Republican Orr was the eventual winner in an election that differed minimally from a typical race between two male candidates--the dominant issue turned out to be the voter's pocketbook. (Extensive notes are appended.) (NKA)

ED 280 129 EA 019 227

Brathwaite, Frank

The Challenge for Female Educational Leaders: An Examination of the Problem and Proposed Solutions through Educational and Social Change Strategies.

PUB DATE- 86
NOTE- 56p.; A Synthesis paper for Doctor of Philosophy, Walden University, Minneapolis, Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrators; Affirmative Action; Educational Change; Elementary Secondary Education; *Employment Opportunities; *Females; Foreign Countries; Leadership; *Sex Discrimination; Sex Stereotypes; *Social Change, *Socialization; Synthesis; *Women Faculty
IDENTIFIERS- *Canada

Despite the current need for strong leadership skills to facilitate task achievement, individual development, and social action in an increasingly complex society, women are failing to make significant headway in educational administration. Lack of leadership opportunities for women limits both individual and organizational potential. The problem transcends personnel functions and processes, as it encompasses social, political, and cultural dimensions. After discussing the background and current situation in Canada, this synthesis paper explores certain socialization variables impeding women's entry into corporate and public-sector management levels. Basically, young females are underexposed to teamwork and overdosed with the "innate superiority" of the white male system. Next is a discussion of theoretical links and social change strategies for women regarding academic preparation, personal training, networking, legislative actions, and perception changes. The forces of change will continue to challenge the male-dominated hierarchy of educational administration until an equitable number of women secure their share of leadership positions. Suggested change strategies will not work unless the participants willingly change their behaviors in response to resistance from the established order. Progress will occur in small steps that demonstrate women's real capabilities. Included are 98 references and an appendix. (MLH)

ED 280 155 EA 019 264

Kominski, Robert
School Enrollment--Social and Economic Characteristics of Students: October 1983. Current Population Reports: Population Characteristics.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Mar 87
NOTE- 97p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Age; College Students; *Dropout Rate; Early Childhood Education; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; Marital Status; National Surveys; Place of Residence; Postsecondary Education; Race; *Racial Composition; *Reentry Students; School Demography; *School Statistics; Sex; *Socioeconomic Status; Student Characteristics; Tables (Data)

Detailed tabulations are presented on the topic of school enrollment, including the social and economic characteristics of students. Special topics discussed include racial differences in preprimary enrollments, an estimate of high school dropout rates, changes in the sex composition of college students, and the proportions of students who are returning to college after some period of time out of school. Some highlights of the topics discussed are: (1) in October 1983, 57.8 million persons aged 3 to 34 were enrolled in schools; (2) the number of nursery school students has increased by 75 percent in the past 10 years; (3) whereas elementary school enrollments, at 27.2 million, will soon stop decreasing and begin rising, high school enrollments of 14 million are down substantially from 1977 when there were 15.8 million students; and (4) college enrollments, at 10.8 million, are substantially greater than the 8.2 million students enrolled in 1973. Increases in college enrollment have occurred in part because of rising participation rates of women. In addition, students 35 and older now account for over 12 percent of all college students. Seven tables are included with the text. The main body of the report consists of 25 detailed tables. The appendixes contain 14 supplementary tables, the sources of the data, and an assessment of the reliability of the estimates. (MLF)

ED 280 167 EA 019 277

Fitzgerald, Jeri A.
Women and Leadership: Planning, Presentation, and Perseverance.
PUB DATE- 22 Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; Administrators; Administrator Selection; Elementary Secondary Education; *Employed Women; Employer Attitudes; Employment Interviews; *Employment Qualifications; Equal Opportunities (Jobs);

Feminism; Job Applicants; Job Satisfaction; *Job Search Methods; Leadership Styles; *Managerial Occupations

Women wishing to promote themselves into the educational leadership positions for which they are qualified should concentrate their energies in three major directions--planning, presentation, and perseverance. This report recommends steps women can take in finding a satisfying administrative position in education. Accompanying comments include relevant employment statistics and job-hunting advice: (1) Determine strengths and areas of interest. (2) Prepare academically for administration. Women should not, however, expect college programs to prepare them fully for a leadership role. An independent study or an internship in administration may be the answer to obtaining needed coursework. (3) Presentation includes learning all the job-seeker can about the institution to which she is applying. Knowing each interviewer's name and special statistics about the school can prove valuable during the interview. (4) The final step, perseverance, implies the use of communication skills. Women should, for example, create networks among other women and among men for future information and contacts. The report concludes with a nine-item bibliography. (CJH)

ED 279 821 CE 046 482

Hendrix, Laborn J.

Commercial Carpentry. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 86
NOTE- 1,415p.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 (Order No. 44--$60.00).
LANGUAGE- English
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Building Trades; *Carpentry; Classroom Techniques; *Construction (Process); Finishing; Industrial Arts; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Welding
IDENTIFIERS- *Oklahoma

This teaching guide is intended to combine practical experience in the construction industry with the teaching methods of vocational education for instruction in carpentry. Instructional material in this manual is written in terms of student performance, using measurable behavioral objectives. This guide contains 4 sections organized in 24 instructional units. Following a standardized format established in Oklahoma in 1970, the guide includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, not all of these elements may be included in each of the units.) The following topics are included in this course: forming, framing, finishing, and miscellaneous tasks (rigging, welding). (KC)

ED 279 849 CE 046 522

An Annotated Bibliography of Retirement Preparation Books.

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

PUB DATE- Nov 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Programs; *Aging (Individuals); Annotated Bibliographies; Budgeting; Citations (References); Emotional Adjustment; Estate Planning; Health; Housing; Income; Insurance; Legal Aid; Legal Responsibility; Money Management; Older Adults; *Preretirement Education; *Retirement; *Retirement Benefits

This bibliography has been prepared to aid those people looking for additional information or advice as they make their retirement plans. Most of the books are available at public libraries and in paperback editions. The bibliography is organized in the following six sections: (1) comprehensive handbooks and workbooks; (2) retirement finances; (3) estate planning; (4) housing; (5) social, personal, and emotional dimensions in retirement planning; and (6) aging, health, legal concerns, and programs for older adults. Within each section, books are listed in alphabetical order by author. Each listing consists of bibliographic information, a brief description of the book, and a table of contents. The bibliography contains 45 annotated listings. (KC)

Norton, Lee; And Others
Improving Vocational Programs for Female Inmates: A Comprehensive Approach to Quality Programs.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 116p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Correctional Education; *Females; Guidelines; *Prisoners; Program Development; Program Evaluation; *Program Implementation; *Program Improvement; *Vocational Education

This publication provides guidelines and support to aid corrections administrators in improving the quality and quantity of vocational education programs offered at their institutions for female inmates. Chapter 1 introduces a comprehensive approach to programs that calls for systematic use of four steps. Chapter 2 describes the four steps: planning, selection, implementation, and evaluation. An action plan is then presented in chapter 3. The action plan is described in terms of its five phases, with a list of activities and supporting narrative in each phase. The five phases are assessment of current status, preparation for program selection, program selection, program implementation, and program assessment. A flowchart is provided. Chapter 4 provides a narrative discussion on key issues from the action plan, clarifying the needs in these areas, providing the current status and practice in the field, and offering some working guidelines for dealing with these needs and problems. Four appendixes contain a listing of names and addresses of all federal and state prisons for women, a description of the National Center for Innovation in Corrections at George Washington University, a listing of resource organizations, and seven case studies on corrections institutions for women in six states. (YLB)

ED 279 891 CE 046 640

Building a Better You. Final Report, 1985-86 and Classroom Activities. 1985-86.

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.

PUB DATE- 30 Jun 86

NOTE- 23p.; The classroom activities were developed by Carria Hawkings and others.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Communication Skills; *Decision Making; *Displaced Homemakers; Females; Learning Activities; Lesson Plans; Material Development; Older Adults; Postsecondary Education; *Problem Solving; Secondary Education; *Self Esteem; Workshops

IDENTIFIERS- 310 Project

This guide is intended for using in helping students build their self-esteem, self-confidence, and communications, decision-making, and problem-solving skills. The materials, which were originally developed to build self-esteem among older adults and were redesigned to help single female heads of households aged 25 to 50, may be used within the classroom or as a separate workshop series. The first activity provided is intended to allow students to get to know one another, interact verbally, and think about how they view and treat themselves. The second activity is intended to teach students to schedule time for themselves and learn to appreciate themselves. Self-image and realizing one's positive attributes are covered in the third activity. The fourth activity deals with verbal and nonverbal communication, and the final activity is intended to help students develop decision-making and problem-solving skills. Each activity includes some or all of the following: objectives, a list of materials needed, and facilitator guidelines for use in presenting the activity. (A report describing the project during which the instructional materials were revised is included along with the curriculum guide.) (MN)

ED 279 932 CG 019 741

Protocol and Guidelines for Child Welfare Workers and School Personnel.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Neglect; *Child Welfare; Crisis Intervention; Elementary Secondary Education; Foreign Countries; Identification; *Legal Responsibility; *Prevention; *School Personnel; Sexual Abuse; *Social Workers
IDENTIFIERS- *Alberta

This document contains guidelines developed by the Alberta Ministries of Social Services and Education to expedite the identification and treatment of child abuse. It contains discussions of child protection legislation, duty to report, the role of educators, and an integrated and cooperative approach to child abuse prevention. A section on reporting and investigation procedures details procedures which should be adhered to by school personnel and child welfare authorities in the areas of reporting, access to students, interviews of school personnel, notification of parents, presence of school personnel during investigation interviews, and outcome. A discussion of ongoing child welfare intervention includes sections on liaison with schools following investigation, ongoing access to students at school, and conflict resolution. Appendix A examines the recognition of possible abuse and lists physical and behavioral indicators of physical abuse, physical neglect, sexual abuse, and emotional abuse. Appendix B lists offices of Alberta social services. (NB)

ED 280 075 CS 210 390

Elliot, Norbert; And Others
Beginning a Teacher-Researcher Program: The First Steps.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; Test Results; *Writing Improvement; Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Teacher Researchers

A study evaluated the effectiveness of a teacher-researcher program begun in the Fort Worth Indpendent School District to improve and assess students' writing abilities. The study sought to determine if there was a noticeable improvement in the writing skills of students studying with the teacher-researchers as opposed to students studying with nonparticipants. All teachers had their students complete two pieces of timed writing on topics previously proved successful in the district. The holistic method, through which readers are encouraged to view a piece of writing as more than the mere sum of its parts, was used to assess the papers. Considered as a group, writing samples submitted by students of teacher-researchers showed an improvement in average scores. In five of the six grades evaluated, the writing of teacher-researchers' students showed greater improvement than did the writing of the comparison group, but the writing of the comparison group students showed improvement in only two of the six grade levels. (Tables of data are included.) (NKA)

ED 280 088 CS 505 513

Miller, Gail
Releasing the Dragons: Performance of Chinese Poetry in Translation.
PUB DATE- Nov 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Choral Speaking; Cultural Influences; Interpreters; Metaphors; *Oral Interpretation; *Poetry; *Speech Communication; *Translation; Visual Arts; World Literature
IDENTIFIERS- *Chinese Poetry; *Literature in Translation

Oral interpretation of translated Chinese poetry is both difficult and audacious. However, non-native readers are less bound by the Chinese literary canon than native readers and therefore are more free to develop their personal taste and discover new modes of expression. As a result, these performers are potentially ideal translators of Chinese poetry for Western audiences. This potential can be realized through the use of metaphoric movement in the performance of classical Chinese poetry. Certain poems could best be performed using group movement because of its potential for exploration of conflict. For the poem, "Facing the Snow," the poet could be represented by two performers, one speaking and one moving, in order to highlight the movement from observation to internalization. For the poem, "Painted Falcon," the interplay between stillness and surface could be depicted by separating the poet/observer and the falcon into two performers. Finally, for the poem, "Night in the House by the River," the tonal movement of the Chinese language could be evoked using synthesizer sounds. A sensitive embodiment of classical Chinese poetry using metaphoric movement and sound can make the works as much a living presence for twentieth century Western audiences as they were for eighth century Chinese readers. (Texts of the three poems are included.) (SRT)

ED 280 142 EA 019 247

Educational Projects, 1986-87.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Aug 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; *Educational Administration; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Financial Support; Foreign Countries; *Guidelines; Methods; *Program Proposals; Proposal Writing; *Research Proposals; Special Education; State School District Relationship; Teacher Effectiveness; Teaching Methods; Universities
IDENTIFIERS- Alberta; *Priorities

This handbook: (1) describes the educational research program of the Planning Services Branch of Alberta (Canada) Education; (2) outlines projects underway for 1986-87; and (3) describes projects completed between April 1985 and July 1986. Section 1, "The Educational Research Program," describes priorities, guidelines, and procedures for educational project grants. Projects must reflect provincial priorities and initiatives and must focus on innovation, integration, and individualization. Priorities for 1986-87 include projects on: (1) the improvement of teaching and learning; (2) the implementation of provincial and local evaluation policies; and (3) the improvement of provincial, school system, school, and classroom management practices. A list of eight guidelines and four categories of criteria determine that project proposals be consistent with the 1986-87 priorities. The application for funding consists of two stages: a preliminary and a detailed project proposal. Forty-two projects underway in 1986-87 are described in section 2 under the following headings: "Teaching Effectiveness," "Teaching-Learning Process with an Emphasis on Secondary Education," "Special Education Programs/Services," "System Evaluation," "Program Evaluation," "Teacher Evaluation," "Management and Finance Plan," "Alternative Delivery Modes," "Leadership Skills," and "Management of School Capital Funds." Section 3 briefly describes 11 projects completed by 1986. Section 4 contains the Planning Services Branch directory. (IW)

ED 279 837 CE 046 499

Electrical Systems. FOS: Fundamentals of Service. Fifth Edition.
John Deere Co., Moline, Ill.
REPORT NO.- ISBN-0-86691-047-6
PUB DATE- 84
NOTE- 323p.; Supersedes ED 185 284.
AVAILABLE FROM- John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (Order No. FOS-2005B: $13.20; 10 or more, $10.55).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; *Agricultural Machinery; *Auto Mechanics; *Electrical Systems; *Electric Circuits; *Electricity; Equipment Utilization; Guidelines; Measurement Equipment; Measurement Techniques; Postsecondary Education; Safety; Secondary Education; Trade and Industrial Education

This manual, which is part of a series on agricultural and industrial machinery, deals with electrical systems. Special attention is paid to electricity as it is commonly used on mobile machines. The following topics are covered in the individual chapters: electricity and how it works (current, voltage, and resistance; types of circuits; conductors; semiconductors; magnetism; electromagnetism; electromagnetic induction; capacitors); test equipment and tools; storage batteries; charging circuits; starting circuits; ignition circuits; electronic ignition systems (principle of operation, self-integrated electronic ignition); lighting and accessory circuits (lighting circuits, wiring harnesses, electromagnetic clutches, gauges, meters, horns and buzzers, relays, solenoids, switches, electric motors, cigarette lighters, flame rods, transformers, glow plugs); connectors (current flow in connectors, common types of connectors, stripping and crimping, soldering and bolt cutting); monitors and controllers (agricultural and industrial applications, principles of operation, planters and seeders, round balers, forage harvesters, tractors, motor graders, scrapers); general maintenance (storage batteries, direct and alternating current charging circuits, and starting and ignition circuits), and diagnosis and testing of electrical systems (testing and troubleshooting). Emphasis is on the theory of operation, diagnosis, and repair. Concluding each chapter is a set of self-test questions. A list of definitions and answers to the questions are also provided. (MN)

ED 279 904 CE 046 699

Rezabek, Dale J.; Saul, A. Christine
Preparing Californians to Work: A Local Perspective on JTPA and Education Coordination.
California State Council on Vocational Education, Sacramento.
PUB DATE- 10 Oct 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; *Coordination; *Educational Cooperation; Educational Objectives; *Job Training; Models; Postsecondary Education; Program Administration; Program Implementation; *School Business Relationship; Vocational Education
IDENTIFIERS- *California; *Job Training Partnership Act 1982

A study examined five local work training programs in California that have combined resources from both the federal Job Training Partnership Act (JTPA) and the public education system. The programs studied are located in San Diego County (Ramona), Montebello, San Francisco (Chinatown), Shasta County, and southeast Los Angeles County. In these programs, local operators have used three basic approaches to implement coordinated programs: negotiation of contracts using JTPA "8 percent" monies, which permit programming outside of usual performance contract constraints; identification of common goals; and delineation of service function combined with an integration of complementary service capacities. The three approaches are not mutually exclusive, however, and appear in all five programs to varying degrees. Although the study shows that coordination can work, it also presents anecdotal evidence explaining why cooperative JTPA/education efforts generally do not succeed. Despite federal and state attempts to identify common goals across JTPA and occupational education programs, many local JTPA and occupational education program operators perceive their missions to be fundamentally different. JTPA program personnel generally view federal- and state-specified performance standards as mandates for cost-effective programming oriented mainly to employer needs. Educators, on the other hand, place more emphasis on meeting student developmental needs than on achieving specific placement and cost-per-placement outcomes. (MN)

ED 280 004 CS 008 731

Teale, William H., Ed.; Sulzby, Elizabeth, Ed.
Emergent Literacy: Writing and Reading. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
REPORT NO.- ISBN-0-89391-385-5
PUB DATE- 86
NOTE- 218p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($22.50; cloth, ISBN-0-89391-301-4, $37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Child Language; Early Childhood Education; *Early Reading; Family Environment; Imagination; Intervention; Language; *Language Acquisition; Literacy; Motivation Techniques; Oral Language; Parent Child Relationship; Picture Books; Prereading Experience; Reading Aloud to Others; Reading Processes; Reading Research; *Reading Writing Relationship; Writing Processes; *Writing Readiness; Writing Research; Young Children
IDENTIFIERS- *Emergent Literacy

Focusing on the not-yet-conventional ways in which young children write and read--their nature, contexts, and significance for continuing literacy development, this book presents the perspective that children's early reading and writing behaviors are not pre-anything, but are integral parts of an incipient language process. Following an introduction to emergent literacy by the editors, the chapters and authors are, as follows: (1) "Children Coming to Know Literacy" (Yetta M. Goodman); (2) "The Interplay between Information and Assimilation in Beginning Literacy" (Emilia Ferreiro); (3) "Writing and Reading: Signs of Oral and Written Language Organization in the Young Child" (Elizabeth Sulzby); (4)"Intervention Procedures for Increasing Preschool Children's Interest in and Knowledge about Reading" (Christine E. McCormick and Jana M. Mason); (5) "The Contracts of Literacy: What Children Learn from Learning to Read Books" (Catherine E. Snow and Anat Ninio); (6) "Creating Family Story: 'Matthew! We're Going to Have a Ride!" (Denny Taylor); (7) Separating 'Things of the Imagination' from Life: Learning to Read and Write" (Shirley Brice Heath); and

(8) "Home Background and Young Children's Literacy Development" (William H. Teale). (NKA)

ED 279 805 CE 046 464

Learning Activity Packets for Milling Machines. Unit II--Horizontal Milling Machines.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82

NOTE- 28p.; For related teacher's guide and packets, see ED 236 346 and CE 046 463-465.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0310--$2.00; slides and audiotapes--$330.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Equipment Maintenance; *Equipment Utilization; Learning Activities; *Machine Tool Operators; *Machine Tools; *Metal Working; Safety; Secondary Education; Sheet Metal Work; *Trade and Industrial Education

This learning activity packet (LAP) outlines the study activities and performance tasks covered in a related curriculum guide on milling machines. The course of study in this LAP is intended to help students learn to set up and operate a horizontal mill. Tasks addressed in the LAP include mounting style "A" or "B" arbors and adjusting arbor support bushings, using machine controls properly, mounting a cutter to an arbor, mounting and aligning a swivel-base vise, aligning work mounted to a table, aligning angle plates at right angles to columns, mill squaring a workpiece mounted in a vise, performing face milling operations using a style "C" arbor, milling a keyway with a staggered-tooth mill cutter, performing a straddle milling operation, milling an angle with a single-angle mill cutter, and milling to blueprint specifications using machine controls. Included in the LAP are unit and specific objectives, a pretest, information and assignment sheets, cross-references to the curriculum guide, job sheets, and answers to the pretest and the assignment sheets. Page numbers in the LAP are coordinated with those in the curriculum guide. (MN)

ED 279 850 CE 046 523

Keller, Jack; Piotrowski, Chris
Career Development Programs in Fortune 500 Firms.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Corporate Education; Educational Needs; *Management Development; Postsecondary Education; Program Development; *Program Effectiveness; *Staff Development; Teacher Characteristics; Workshops
IDENTIFIERS- *Fortune 500

Career development programs (CDPs) are a rather recent area of study in organizational and industrial psychology. The present study investigated the nature and evaluation of CDPs in Fortune 500 firms. Data were obtained by a mailed questionnaire completed by the firms' human resources directors. Of the 500 companies surveyed, only those 50 that had CDPs in place were analyzed. Results indicated that CDPs were targeted at middle-to-upper-level managers and that the programs were rated as being quite helpful. CDPs were usually of short duration (workshops lasting several days) and conducted by professionals from within the organization. Some of the implications of these findings parallel those suggested by Hall and Lerner in their review article "Career Development in Work Organizations: Research and Practice": (1) very little evaluation research is being conducted on career programs in industry, and (2) the efficacy of CDPs has yet to be widely accepted by company executives in large industries. Undoubtedly, much more research will be needed in the area, and some creative approaches should facilitate the design and positive outcome of CDPs and related career counseling/management interventions in large firms. (Author/KC)

Metal Trades Combined. Vocational Education Curriculum Guide. Industrial and Technical Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Mar 87
NOTE- 79p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Course Content; Curriculum Development; Educational Resources; Finishing; Hand Tools; Job Skills; Lesson Plans; *Machine Tools; Metal Industry; *Metal Working; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education; *Welding
IDENTIFIERS- *West Virginia

This curriculum guide contains nine units that provide the basic curriculum components required to develop lesson plans for the combined metal trades curriculum. This guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: blueprint reading, sketching, and layout; hand tool and bench work; cutting and welding oxyacetylene; metallic and tungsten inert gas welding; pressing; drilling; power sawing; operating lathe; and operating milling machine. (KC)

ED 279 933 CG 019 742

Guidance and Counselling Services Review: 1985-86 Detailed Report.
Alberta Dept. of Education, Edmonton. Planning Services Branch.

PUB DATE- Aug 86
NOTE- 467p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administrator Attitudes; *Career Development; *Counseling Services; Counselor Attitudes; *Elementary Secondary Education; Evaluation Methods; Foreign Countries; Parent Attitudes; *Program Evaluation; *School Counseling; *School Guidance; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Alberta (Edmonton)

This document contains a report of the Guidance and Counselling Services Review, a project undertaken to evaluate classroom guidance, personal counseling, and career development services in the Edmonton public schools. It contains descriptions of guidance and counseling activities in Edmonton schools, Alberta Education initiatives, and the design of the review. Results are summarized under sections representing major sources of information for the review: (1) questionnaire results from principals, teachers, counselors, students, and parents in 30 elementary, 12 junior high, and 6 senior high schools; (2) results of on-site visits to 9 elementary, 4 junior high, and 4 senior high schools; (3) interviews with community services and post- secondary educational institution personnel; and (4) interviews with district personnel. Also included are sections on guidance and counseling services for students, teachers, and parents; principals', teachers', and counselors' perceptions regarding responsibility for guidance and counseling services in the school; suggestions for improvements, and improvements currently being implemented. More than 100 pages of appendices contain information on major questions addressed in the review, advisory committee members and on-site observation team members, statistical tables from questionnaire results, and a report on Operation Aware. The last half of the document contains the 18 survey forms used in the evaluation which may be adapted for local use. (NB)

ED 279 947 CG 019 756

Monheit, Alan C.; And Others

The Employed Uninsured and the Role of Public Policy. National Health Care Expenditures Study.

National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Journal Articles (080)

DESCRIPTORS- *Employees; Fringe Benefits; *Health Insurance; Individual Characteristics; Medical Services; Personnel Policy; *Public Policy; Use Studies
IDENTIFIERS- *Employed Uninsured

This paper notes that, although most private health insurance is obtained through the workplace, important gaps remain in the present system of employment-related coverage. National survey data are presented which revealed that more than 9 million persons with employment experience were uninsured, who, with their uninsured dependents, accounted for three-quarters of all persons who lacked coverage. This report examines the circumstances and characteristics of the employed uninsured, including their opportunity to secure health insurance fringe benefits, their medical care use and expenditures, and the benefits available in private insurance that is not work related. Findings are presented showing that, although workers who are young and poor are the most likely to be uninsured, almost one-half of the employed uninsured are over 30 years old and one-half reside in middle- or high-income households. It is also noted that few of the employed uninsured are offered health insurance at the workplace, and they do not receive higher wages in place of health insurance fringe benefits. Alternative public policy responses to the problem of lack of health insurance coverage are also considered, including: (1) mandated employment-related coverage; (2) mandated state insurance pools; and (3) general tax credits for health insurance. (Author/NB)

Reauthorization of the Older Americans Act. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (December 15, 1986, New York, NY). Volume III.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-99-608
PUB DATE- 87
NOTE- 56p.; Portions of the document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Federal Aid; *Federal Legislation; Hearings; *Older Adults; Social Services
IDENTIFIERS- *Alzheimers Disease; Congress 99th; *Older Americans Act 1965

This document contains witness testimonies and prepared statements from a Congressional hearing held at Hunter College in New York City, the third hearing held to consider reauthorization of the Older Americans Act. In his opening address, Representative Biaggi gives a brief history of the Older Americans Act (OAA) and voices his opposition to a proposal that would change the OAA in major ways. Representative Biaggi notes that a special focus of this third hearing is to review how to expand existing provisions in the OAA which relate to services provided to families of Alzheimer's disease victims. Brief statements are included from Donna Shalala, the president of Hunter College, and from Mary Pinkett, the chairperson of the Aging Committee of the New York City Council. Testimony is provided by three panels of witnesses. Panel One consists of Eugene Callender, director, New York State Office for the Aging; Janet Sainer, commissioner, New York City Department for the Aging; and Rose Dubrof, executive director, Brookdale Center on Aging, Hunter College. Panel Two includes Lou Glasse, president, Older Women's League; Joe Michaels, editorial director, WNBC-TV, New York; and Roberta Spohn, president-elect, New York State Association of Area Agencies on Aging. The third panel consists of Annunciata Bethell, executive director, Bedford Park Senior Center, Bronx, New York; Judith Duhl, director of public affairs, Jewish Association of Services for the Aged; and Robert Butler, Brookdale professor and chairman, Department of Geriatrics and Adult Development, Mt. Sinai School of Medicine. (NB)

ED 279 975 CG 019 784

Public/Private Partnership Programs.
District of Columbia Public Schools, Washington, D.C.

PUB DATE- 26 Mar 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Career Exploration; Cooperative Programs; Experiential Learning; *Field Experience Programs; High Schools; *High School Students; *School Business Relationship; *School Community Relationship; Student Experience; Vocational Education; Work Experience Programs
IDENTIFIERS- *District of Columbia; *Public Private Partnership Programs

This document presents the Public/Private Partnership Programs, a school-community project developed in 1981 by the District of Columbia public schools and the private sector community to provide career-focused high school programs. The project was designed to motivate and support young people to stay in school, graduate from high school, and become responsible citizens. A summary of the project notes that the focus is on career-fields in which labor studies indicate high employment opportunities will be available, and that the project combines specialized academic curriculum with practical hands-on epxeriences and work opportunities. The major roles of businesses are listed and benefits of the partnership are given. Separate pages describe each of the programs available through the partnership, including: (1) Career Enrichment Program; (2) Business and Finance; (3) Pre-Engineering; (4) Health Careers; (5) International Studies; (6) Hospitality Careers; (7) Culinary Arts; (8) Building Trades; and (9) Communications. (NB)

ED 279 989 CG 019 798

Peck, Nancy; And Others
Dropout Prevention: What We Have Learned.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 43p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of MI 48109-1259 ($6.00/copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Counselor Role; *Dropout Characteristics; *Dropout Prevention; Elementary Secondary Education; High Risk Students;

*Potential Dropouts; *Program Effectiveness; School Activities; *School Counselors; *School Role

This monograph was written to provide information on which students drop out of school and why, and to examine successful dropout prevention programs. Research is reviewed which has identified characteristics of dropouts and their reasons for leaving school. Other studies are cited which explore characteristics of effective dropout prevention programs in schools. Individual programs are briefly described and elements of the more successful programs are summarized. It is concluded that: (1) programs should be student-centered; (2) programs should be started as early as possible and should involve families as much as possible; (3) staff selection and training is paramount; and (4) programs should include attention to overall school climate and effective school development. The information and conclusions presented in the monograph are used to create a series of nine recommendations and guidelines for designing, planning, and implementing dropout prevention programs. These recommendations are followed by a description of the role school guidance counselors can play in the process of developing, coordinating, and monitoring dropout prevention activities. (NB)

Stracke, J. Richard; Snow, Sara
Speaking, Writing, and Performance: An Integrated Approach to the Word.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Theories; *Freshman Composition; Group Activities; Group Experience; Higher Education; *Instructional Innovation; Newspapers; Peer Relationship; Persuasive Discourse; Rhetorical Invention; Speech Communication; Teacher Student Relationship; *Teaching Methods; Television; Theory Practice Relationship; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Freire (Paulo); Rhetorical Stance

To provide students with a rhetorical stance and motivation, a college freshman composition class adopted the ideas of the "radical" literacy educator, Paulo Freire, who believes that literacy should allow students and teachers to become truly conscious of the world. Class projects were initiated in which the students had as much expertise as the instructors. The first project addressed people's consciousness of themselves as workers (students were invited to share impressions of their worst job), while the second focused on television criticism, comparing "Hill Street Blues" and "Miami Vice." The third project featured a look at public issues through editorials in the local newspaper, and in the fourth project, the students presented "tours" of parts of their city. All the projects involved various levels and kinds of peer feedback, and the students, most of whom were taking only this one class, quickly developed a feeling of shared community. The essays that came out of the first project, although many contained technical errors, had a natural order to them that interested the readers and the writer. The television project discussions led to shifts of consciousness that enabled the students to grasp the notion of concession in argument, a concept that also helped in the third project, concerning arguments and editorials. In the final project the students examined their city closely, gaining a sense of civic pride and appreciation. (NKA)

ED 280 032 CS 210 338

Herrmann, Andrea W.
Teaching Teachers to Use Computers for Writing across the Curriculum.
PUB DATE- 20 Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; *Computer Assisted Instruction; *Content Area Writing; Graduate Study; Higher Education; Masters Programs; Secondary School Teachers; *Word Processing; *Writing Instruction
IDENTIFIERS- Writing across the Curriculum

Thirteen classroom teachers took a graduate course, "Writing with Computers: Teaching the Academically Able," during an intensive 3-week session. The teachers were all seeking certification and/or masters degrees in gifted education. Only seven of them had used computers in their classrooms and most of the seven stressed that they did not use them for teaching. Furthermore, most lacked confidence both as writers and as teachers of writing. They maintained daily writing process logs, and after only a few days, most were comfortable with the word processing program. Each teacher completed an individual project, and many planned ways to use word processing and computers in other aspects of their professional lives. Six months later, eleven of the teachers responded to a follow-up questionnaire, which indicated that eight were teaching writing more than they had before the course, many were using an expanded repertoire of writing activities, and a few were even conducting computer-use workshops for their colleagues. Most of the teachers had incorporated word processing into their own writing with half of them using it to teach writing, although lack of software and hardware, funding, and computer-to-student ratios were identified as common problems. (AEW)

Grade 12 Diploma Examination, English 33. Part B. Reading (Multiple Choice). Readings Booklet. 1987 Edition.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 28p.; For related documents, see CS 210 354-359; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test is designed to be administered with a questions booklet. The following short selections taken from fiction, nonfiction, poetry, drama, and day-to-day functional materials are included: (1) "Interpreter" (Gary Hyland); (2) an excerpt from "Sibir" (Farley Mowat); (3) "Indian Fighter" (Richard Erno); (4) an excerpt from "The Caucasian Chalk Circle" (Bertolt Brecht); (5) several materials which the student is required to evaluate, including a journal entry, an instructor's reply, an excerpt from a textbook, a pamphlet, an excerpt from "The Professional Photographer's Journal," a letter to the editor, a time table, and a list of social activities; (6) a student's composition in first draft form; (7) "The Dumb Look" (Dorothy O'Connell); (8) "Incident of the Coast" (Wilbert Snow); and (9) "How I Learned to Make Bread" (as reported to Barry Broadfoot). (JD)

ED 280 062 CS 210 377

Crew, Louie

Abusing Literacy to Colonize Minds: Eight Scenes from a Travesty.

PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Black Students; Colonialism; Cultural Awareness; *Culture Conflict; English (Second Language); Foreign Countries; Grammatical Acceptability; Higher Education; *Intercultural Communication; Language Attitudes; Language Fluency; Language Usage; *Literacy; Native Speakers; Regional Attitudes; School Newspapers; Secondary Education; Social Attitudes; *Student Attitudes; *Writing (Composition)
IDENTIFIERS- Accents; China; *Cultural Values

A university professor and director of a writing program found many examples of what he terms "colonialism" during his thirty years of teaching experiences in countries around the world. One such example was a former pupil in Hong Kong struggling to make her students memorize a poem called "London Snow" ("snow" is an abstract concept in Hong Kong) so that they could win a contest to be judged by the British, homesick for snowy England. In Georgia, the professor was asked to revise student compositions in ungrammatical but forceful black English for a school newspaper while the students played for three weeks. Impressing the administration was a necessity, rather than teaching the students how to revise for themselves. In London, poor inner city students insisted on the superior qualities of the Rolls Royce or Jaguar over the Cadillac, even though they rarely got to ride in cars of any kind--their patriotism served so easily to divert them from more important lessons. The final irony occurred in rural China where the Chinese and Americans have a joint venture in a new hotel. The Chinese government hired the persons who spoke the best English, not those who were the best qualified as cooks, servers, or problem solvers. Based on these experiences, the professor has come to equate the idea of literacy not with a set of skills to be learned but rather with a certain behavior to be achieved: passive obedience to authority. (NKA)

ED 280 102 CS 505 546

McDermott, Steven T.; And Others
Adult Product Advertising to the Adolescent Audience: The Case of Smokeless Tobacco.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Advertising; Audiences; Consumer Protection; *Content Analysis; Intermediate Grades; *Mass Media Effects; Secondary Education; Television Commercials; Tobacco
IDENTIFIERS- *Smokeless Tobacco

Prior to the 1986 advertising ban, a study measured the effects of smokeless tobacco advertising on young people. A questionnaire was administered in the spring of 1985 to 133 sixth, eighth, and tenth grade students in rural Georgia. The probability of exposure to smokeless tobacco ads was measured by: (1) the number of hours per week the student watched television; (2) Saturday television viewing (sports programs); and (3) the number of hours spent watching baseball games on television. Credibility and likability indexes evaluated the impact made by celebrity endorsers, and harm/comparative harm indexes gauged students' perceptions of smokeless tobacco as a carcinogen and its risk as compared to cigarettes. Twenty-one percent of the students reported that they either chewed tobacco or dipped snuff. Less than 15% of the females used smokeless tobacco, while 29% of the males reported doing so. Only 10% of blacks in the study used smokeless tobacco. Most students found the ads at least "sometimes believable," and there was a simple correlation between exposure to baseball and use. Both knowledge about Cale Yarborough--highest rated celebrity endorser--and general knowledge of endorsers were related to more use, with celebrity "likability" proving more significant than "credibility." Eighth and tenth graders reported increasing use, and sixth graders with higher exposure to baseball displayed positive attitudes toward smokeless tobacco. (Tables of survey results are included.) (AEW)

ED 280 116 CS 505 570

Frentz, Thomas S.; Rushing, Janice H.

Autonomous Technology: Rhetoric of the Replicants in Contemporary Cinema.

PUB DATE- Apr 87

NOTE- 26p.; Parts may be marginally legible because of print irregularities. Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Characterization; Content Analysis; Discourse Analysis; Fiction; *Films; Media Research; Persuasive Discourse; *Rhetoric; Rhetorical Criticism; Technological Advancement; *Technology

IDENTIFIERS- *Autonomous Technology; Blade Runner (Movie); *Replicants; Rocky IV (Movie); Terminator (Movie)

Developing a theme drawn from speculative writing of the nineteenth century--that technology, like biological species, undergoes a process of evolution--this paper explores the thesis that if technology divides from its human creators and perfects itself until it gains the capacity for self replication, it cannot return to its creator. Using rhetorical narration to chart how technological agency is becoming autonomous from the human agent, the paper analyzes three films: "Rocky IV," "Blade Runner," and "The Terminator." After showing how the mythic evolution of technology's perfection of itself is represented in the films, the paper considers what this myth implies for the state of the whole human being, as well as for the possibilities of reclaiming technology as an integral part of humanity. (FL)

ED 280 156 EA 019 265

Williams, Mary Frase
Private School Enrollment and Tuition Trends: Issue Paper.
Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- 87
NOTE- 25p.; Reprinted from "The Condition of Education," 1986 edition (ED 277 162).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Catholic Schools; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Rate; Enrollment Trends; Ethnic Distribution; Family Income; Parent Education; *Private Schools; Public Schools; Racial Distribution; Regional Characteristics; Religious Education; School Demography; School Size; Statistical Analysis; *Student Characteristics; Student Recruitment; Student School Relationship; *Trend Analysis; *Tuition

This report presents detailed data on national private school enrollment and tuition trends, collected primarily from governmental sources. Six tables and three figures provide statistical data. An overview describes the availability and analysis problems concerning these data, for example, the lack of information on increasingly attended non-Catholic religiously affiliated schools. Data analysis includes total enrollment (with trends from 1970-85), proportion of students attending private schools, with attendance by region and metropolitan status. Private school students' are charted by family income, control of school (e.g., religiously affiliated), attendance, parental educational attainment, and race/ethnicity. Tuition and fees since 1979 are presented according to the foregoing categories. The report includes the following data implications: (1) Greater diversity in types of private schools attended occurs as the proportion of enrollment in Catholic schools descreases and the proportion in other religiously affiliated schools increases. (2) Diversity in racial/ethnic background presents mixed trends; fewer black students but about the same number of Hispanics attended private schools in 1985 as in 1979. (3) Relative sizes of private and public school sectors have changed little in recent years. (4) Private schools' tuitions increased considerably faster than the cost of living between 1979-85, especially for church-related schools. Appendices provide statistical methodologies, reliability, standard errors, and references. (CJH)

ED 280 168 EA 019 278

Johnson, Sandy
How to Rejuvenate Hohum Teachers.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Educational Assessment; Elementary Secondary Education; Employer Employee Relationship; Human Relations; Instructional Development; *Instructional Improvement; *Instructional Leadership; Interpersonal Relationship; Needs Assessment; *Organizational Effectiveness; Organizational Theories; Performance Factors; Professional Development; School Effectiveness; *Teacher Administrator Relationship; Teacher Improvement; *Teacher Motivation
IDENTIFIERS- Personal Profile System; *West Virginia (Hampshire County)

To motivate teachers toward quality performance, administrators must follow effective organizational practices and methods for professional development. This report describes how Hampshire County, West Virginia, schools implement ideas that increase productivity. Among ideas used were those of James Lewis, Jr., whose book, Excellent Organizations, identifies assumptions held by managers of successful organizations that apply to constructing a supportive system for teachers. (1) Success depends on how people are treated. (2) Managers must be caring, trusting, and supportive of the organization. (3) Teamwork is the key to results. (4) Employees' performance improves as managerial control lessens. County administrators analyzed teachers as belonging to a social structure and assessed human relations functioning through the Performance Pathfinder System. The nine areas rated were as follows: human resources, goal clarity, recognition, communications, accountability, climate, involvement, planning, and measurement. Weaknesses in these areas often involve inadequate feedback and insufficient personnel contact with supervisors. To develop feedback and support for teachers, schools administered the Personal Profile System, a self-assessment instrument that identifies preferred interaction styles and motivating environments. A school's problem with supervision was corrected through findings analysis. Team activity has increased teachers' responsibilities and achievements. As their greatest asset, schools should develop teachers' potential through problem-solving involvement, professional growth opportunities, and a more secure emotional environment. (CJH)

ED 279 791 CE 046 289

Camp, William G.
Student Misbehavior and Job Satisfaction of Vocational Agriculture Teachers: A Path Analysis.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Table 1 contains light, blurred type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Behavior Problems; *Job Satisfaction; Predictor Variables; Secondary Education; *Student Behavior; Teacher Background; Teacher Characteristics; Teaching Experience; *Vocational Education Teachers
IDENTIFIERS- Brayfield Rothe Index of Job Satisfaction; Student Misbehavior Survey

A study examined the relationship between student behavioral problems and job satisfaction among vocational agriculture teachers. Data were collected in accordance with a three-block, temporally ordered causal model. The first part of the survey instrument sought data pertaining to teacher and school background variables, the second part consisted of Camp and Bourn's Student Misbehavior Survey, and the third part was based on the Brayfield-Rothe Index of Job Satisfaction. The study population was defined as all teachers of vocational agriculture teaching in the United States during the 1981-1982 school year and listed in the "Agriculture Teachers Directory" (N=12,726). A final systematic sample with a random start was used to select a final sample of 605 teachers. The standardized coefficients leading to job satisfaction--student behavior and its square--both had substantial direct effects on job satisfaction (-.510 and +.413 respectively). Thus, as the teacher's perceived level of student misbehavior increases, job satisfaction decreases. This decrease in job satisfaction occurs, however, at a decreasing rate. Although student misbehavior problems contribute to lowered job satisfaction, the effect of misbehavior tends to become marginally less pronounced as misbehavior problems continue to increase. Also found to be significant were the relationships between job satisfaction and coefficients for years of teaching experience and community type. (MN)

ED 279 822 CE 046 483

Moore, John, Jr.; And Others
Aviation Maintenance Technology. General. Curriculum Implementation Guide.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85
NOTE- 75p.; For related documents, see CE 046 484-488.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (In state--$3.00, out of state--$6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; Course Content; *Course Organization; *Educational Resources; Equipment; Hand Tools; Instrumentation; Job Skills; *Learning Activities; Maintenance; Postsecondary Education; Student Needs; Vocational Education
IDENTIFIERS- Oklahoma; Power Tools

This curriculum implementation guide is a scope and sequence for the general section of a course in aviation maintenance technology. The course materials were prepared through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. This implementation guide includes the following components: course sequence, course names and numbers, course hours, list of course projects, resource materials needed for each course, and a suggested tools and equipment list for the implementation of each course. A federal publication, "Federal Aviation Regulations, Part 147, Aviation Maintenance Technician Schools," is also included in this guide. (KC)

ED 279 864 CE 046 566

Blakely, Thomas J.
Continuing Educators' Attitudes toward Professional Program Delivery.

PUB DATE- Oct 86
NOTE- 24p.; Paper presented at the National University Continuing Education Association Region IV Meeting (Minneapolis, MN, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *College Programs; Continuing Education; Credit Courses; Curriculum Development; *Deans; *Delivery Systems; Educational Planning; Higher Education; Postsecondary Education; *Professional Continuing Education; Professional Education

A study examined the beliefs that the deans/directors of continuing education had about the delivery of professional education programs through continuing education. Data were collected through a mailed questionnaire sent to 60 deans and directors of continuing education departments/divisions of universities and colleges that are members of Region IV of the National University Continuing Education Association. (Region IV covers Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.) The questionnaire contained demographic items and 50 declarative statements about university/college policies about professional program faculty and student involvement in the delivery of credit courses through a continuing education system. Usable responses were returned by 39 members (a 65% response rate). Respondents represented a cross section of institutions in terms of size, with a substantial number of students involved in continuing education, strong indication of independent administration, and a sizeable involvement in regional center operations. Questionnaire items were divided into subsets for analysis. Results suggested that student services and institutional involvement in planning for courses were more significantly related to continuing education activity than were faculty preference, institutional pressures, or faculty rewards. Rewards for continuing education were not viewed as being readily available. Continuing education did not have its own faculty to deliver professional courses, and teaching in continuing education was not required by contract or agreement between the university and the faculty bargaining unit or senate. (YLB)

ED 279 892 CE 046 648

Greene, Catherine; Barnard, Charles
Alternative Ways to Index Farm Real Estate Values. Technical Bulletin Number 1724.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 87
NOTE- 14p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; Change Strategies; Comparative Analysis; *Cost Estimates; *Cost Indexes; *Farm Accounts; Program Improvement; *Property Appraisal; *Real Estate
IDENTIFIERS- *Farms

The U.S. Department of Agriculture's (USDA) farm real estate value index is currently constructed with a modified Laspeyres weighted average formula, with the acreage weights changed approximately every 10 years. An analysis of acreage weights from 1974, 1978, and 1982 census data revealed, however, that substantial changes in real estate values at the state level had occurred within the time period studied. The current formula for determining farm real estate value indexes would improve if a more frequent weighting scheme were used. Updating the acreage weights every 5 years instead of every 10 years would better represent current land use patterns and provide more consistency with the USDA dollar value farm real estate series. Two ways of improving the USDA indexing methods are possible--altering the modified Laspeyres formula or switching to a Divisia formula. The modified Laspeyres formula with weights updated every 5 years is recommended because it is more understandable to users, whereas the statistical benefits of the Divisia formula are uncertain for a farm real estate value index. A table is provided that shows that when the 1984-1985 percent change estimates are weighted with 1974, 1978, and 1982 census estimates for land in farms the estimates for the lower 48 states decrease by 14%, 14%, and 13% for the 3 years, respectively. (MN)

ED 279 918 CG 019 726

Walz, Garry R., Ed.; Bleuer, Jeanne C., Ed.
The Growth Edge: Creative Use of Computers for Facilitating Learning and Enhancing Personal Development. Papers from the Workshop (Ann Arbor, Michigan, June 27-30, 1986).

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 48p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Oriented Programs; *Computers; *Computer Uses in Education; *Cost Effectiveness; *Counselors; *Stress Management; Stress Variables
IDENTIFIERS- *Computer Assisted Counseling

This document is the fourth publication in a series devoted to the use of computers in counseling. The outgrowth of the 1986 ERIC/CAPS workshop, it contains four of the major presentations made at the conference. "The Impact of Computers on the Future of Counseling: Boom or Boomerang" (Edwin L. Herr) examines the effect of technology upon society and whether counselors need computerization, and offers three major perspectives on the impact of computers on the future of counseling: computers as content, as process, and as method. "Computer Use or Abuse: Ethics in the Use of Computers" (James P. Sampson, Jr.) explores the misuse of computer applications, overdependence on computer technology, and the restriction of the counseling process to the cognitive component alone. "Counselors vs. Computers: A Cost/Benefit Analysis" (Marilyn E. Maze) discusses making a cost analysis of the use of computers in counseling. "Taking the Byte Out of Computers: Strategies for Minimizing Stress" (Joseph Fisher) explains stress associated with computers and suggests steps to bring stress under control. (NB)

Tanner, Ron
Teaching Freshmen Non-Readers, the A-literate Majority.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Critical Thinking; *Freshman Composition; Higher Education; Literacy; Motivation Techniques; *Reader Response; Reader Text Relationship; *Reading Attitudes; Reading Comprehension; Reading Habits; Reading Improvement; Reading Interests; Reading Material Selection; Reading Strategies; *Reading Writing Relationship; Teaching Methods
IDENTIFIERS- Aliteracy; *Reading Motivation; *Reluctant Readers

The majority of current college freshmen see no place in their lives for reading as an opportunity for intellectual or emotional enjoyment. They read only the most utilitarian texts--appliance instructions or road signs, for example. A teacher cannot "make" students read anything, but he or she can help them find ways to like reading; one goal of a teacher should be to help students take responsibility for their own learning. Three general suggestions can be incorporated into writing classes to turn students into self-motivated readers: (1) help them recognize and question the speaker in the text; (2) persuade them to respond to books just as they respond to each other's writing--by commenting in the margins and by underlining words they find interesting or confusing to return to later; and (3) introduce them to non-traditional texts (such as Maya Angelou's "I Know Why the Caged Bird Sings"). No other class is as small and flexible as the composition class, where students have an opportunity to write at length about their reading reactions, questions, and discoveries. The teacher can help these non-readers discover that the world of books belongs to them too. (NKA)

Martin, Judith N.
The Relationship between Student Sojourner Perceptions of Intercultural Competencies and Previous Sojourn Experience.

PUB DATE- 14 Nov 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Cultural Awareness; Cultural Differences; Cultural Exchange; *Culture Contact; Higher Education; *Intercultural Communication; *Social Experience; Study Abroad; Tourism; Travel
IDENTIFIERS- Cultural Adjustment; *Cultural Experience

A study investigated the relationship between self-perceived intercultural competence and previous intercultural experience among three groups of student sojourners. Subjects, 179 undergraduate intercultural communication students at a large midwestern university, and with varying degrees of intercultural experience (none; less than three months; and 3-12 months) completed an 18-item questionnaire measuring various cognitive, affective, and behavioral aspects of intercultural competence. The questionnaire dealt with four general areas of intercultural competence, drawn from previous literature. Results identified most clearly the cognitive and affective aspects of intercultural competence, less clearly the behavioral. Concerning the primary research question--the relationship between intercultural competence and previous sojourn experience--results suggest that the duration of the intercultural sojourn is related to self-reported competence in two cognitive dimensions: Awareness of Self and Culture, and the Ability to Facilitate Communication. These findings are consistent with previous research investigating outcomes of intercultural sojourns. (Data tables and an extensive bibliography are appended.) (NKA)

ED 280 130 EA 019 232

Bacharach, Samuel B.; And Others
Paying for Better Teaching: Merit Pay and Its Alternatives. OAP Monograph Series.

REPORT NO.- ISBN-0-930475-00-3
PUB DATE- 84
NOTE- 81p.
AVAILABLE FROM- Publication Sales, Organizational Analysis and Practice, Inc., Boardman House, 120 East Buffalo Street, Ithaca, NY 14850 ($14.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Ladders; *Compensation (Remuneration); Educational Change; Elementary Secondary Education; Master Teachers; Merit Pay; *Participative Decision Making; School Administration; *School Effectiveness; Teacher Evaluation; *Teacher Salaries
IDENTIFIERS- Effective Schools Research; Reagan (Ronald)

President Reagan's promotion of merit pay as the main vehicle of educational change has prompted a sharp debate. This monograph presents arguments for and against merit pay and assesses its relative worth as a means of improving American education. First, merit pay is defined as a compensation system linking individual teachers' salaries to performance evaluations. "New style" merit pay ties salaries to students' standardized test scores, instead of to teachers' classroom activities. Merit pay differs from master teacher plans aimed at increasing hierarchical complexity to construct better career paths for teachers. Merit pay can provide monetary incentives, rewards, feedback, administrative controls over the teaching process, and retention and recruitment benefits. Arguments against merit pay outweigh advantages;
pay-for-performance systems overemphasize teachers' need for extrinsic rewards and motivators, may negatively affect desire for high performance, foster teacher rivalry, and pose administrative burdens associated with defining and evaluating superior teaching. Overall costs and union resistance are even thornier problems. Several alternatives are discussed, including reforms and exceptions within the unitary salary schedule, career promotions, and goal-oriented management and participation systems compatible with effective schools reasearch. This literature emphasizes cooperative agreements and mutual problem-solving as keys to changing school management. Appendices include synopses of recommendations of major reports on education (1983) and three sets of data on teacher salaries in relation to salaries in other occupations. A bibliography with 57 references is also included. (MLH)

ED 279 838 CE 046 508

Hathaway, Louis
Preventive Maintenance. FMO: Fundamentals of Machine Operation. Third Edition.
John Deere Co., Moline, Ill.
REPORT NO.- ISBN-0-86691-027-1
PUB DATE- 84
NOTE- 246p.
AVAILABLE FROM- John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (Order No. FMO-18102B: $14.70; 10 or more, $11.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Agricultural Machinery; *Auto Mechanics; Electrical Systems; *Engines; *Equipment Maintenance; Equipment Utilization; Fuels; Guidelines; Hydraulics; Kinetics; Postsecondary Education; Power Technology; *Prevention; Safety; Secondary Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- Lubrication Systems

This text is intended to provide students with basic information on conducting preventive maintenance on agricultural machinery. The following topics are covered in the individual chapters: the importance of preventive maintenance and recommended service intervals; engine intake and exhaust systems (air cleaners, turbochargers, intake and exhaust valves, exhaust manifolds and mufflers, crankcase ventilation, and testing procedures); engine fuel systems (fuel selection, procedures for refueling machines, fuel systems, and engine governors); lubricating systems (operating and servicing lubrication systems and selecting engine oils); engine cooling systems; engine electrical systems; power trains; hydraulic systems; other components (operator's cabs, manual steering, steering axles and wheels, manual brakes, tires, grease fittings, belt and chain drives, gear drives, and lighting and accessories); tune-up and storage (engine tune-up, visual inspection, dynamometer tests, engine tune-up charts, and machine storage); and troubleshooting procedures. Concluding each chapter are a chapter summary and a set of self-test questions. Answers to the questions are also provided. (MN)

ED 279 905 CE 046 700

Tomorrow's Workers at Risk.
California State Job Training Coordinating Council, Sacramento.
PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Needs; Educational Policy; *High Risk Persons; *Job Development; Needs Assessment; Policy Formation; *Skill Development; *Statewide Planning; *Youth Programs
IDENTIFIERS- *California

The California State Job Training Coordinating Council (SJTCC) appointed a youth subcommittee to determine the role that the SJTCC should play in preventing inadequate skill development and lack of jobs from destroying the working lives of California's high-risk youth. The subcommittee identified the state's high-risk youth as those who have dropped out of school and have not completed remedial equivalents; those who have serious educational deficiencies after completing high school; and those pupils whose frequent absenteeism places them at risk of dropping out of school. It was found that although erratic work and unemployment are not seriously detrimental to most young people, a growing subgroup of hard-core unemployed and unemployable youth are confronting major problems as they attempt to enter and remain in the labor force. The combination of increasing numbers of high-risk youth and the declining size of the youth population as a whole makes the problem of high-risk youth critical to the success or failure of California's economy. To help remedy the problem, the SJTCC must take steps to improve administration of Job Training Partnership Act funds and leverage other funds for the benefit of high-risk youth. For this reason, the youth subcommittee formulated nine specific recommendations pertaining to the use of discretionary funds involving youth, performance standards, incentive rewards, program design for job training of high-risk youth, program content for serving high-risk youth, work experience programs for high-risk youth, long-term study and evaluation, involvement of the business community, and involvement of state agencies serving youth. (MN)

ED 280 005 CS 008 733

Frederiksen, John R.
The Development of Computer-Based Instructional Systems for Training Essential Components of Reading. Final Report.
BBN Labs, Inc., Cambridge, MA.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- BBN-6465
PUB DATE- Mar 87
NOTE- 119p.
CONTRACT- 400-81-0030; ONR-N00014-83-C-0639
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Computer Assisted Instruction; *Reading Ability; *Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Processes; Reading Research; Reading Skills; Secondary Education; Skill Development

A series of studies conducted to examine deficits in reading comprehension skills of low ability, young adult readers and to evaluate computer-based systems that have been designed to improve skills deficiencies in comprehension are described in this report. The studies described in the first section of the report: (1) examined readers' use of semantic entailments (such as the action "murdered" entailing an agent case, "the killer," and a patient case, "the victim") in drawing inferences from text; (2) investigated readers' use of relational terms such as causal and adversative connectives in gaining an understanding of higher order semantic relations among clauses and sentences within a text; and (3) focused on the problem of analyzing referential relations within a text. This section concludes with a discussion of the findings of the studies, which suggest that the subjects, high school students, need to develop efficient techniques for mapping referents. Studies described in the second section address the transfer of skill developed in using context for accessing concepts to the performance of high level comprehension tasks, and the use of component-based training for improving reading skills of low ability readers whose first language is not the language of instruction. The findings reported in this section suggest that

bilingual students can benefit from computer-based training focusing on the development of automatic skills for both decoding and encoding orthographic information. (FL)

ED 280 143 EA 019 248

Licata, Vincent F.
Creating a Positive School Climate at the Junior High Level.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Michigan Association of Middle School Educators (17th, Birmingham, MI, March 19-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Environment; *Educational Improvement; Educational Philosophy; *Incentives; Innovation; Interpersonal Communication; Junior High Schools; Leadership Responsibility; Middle Schools; Needs Assessment; *School Effectiveness; Statistics; Student Attitudes; Student Motivation; Student Needs; Success; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Effective Schools Research; Teacher Expectation Student Achievement

One of the seven correlates of an effective school, as identified by the Effective Schools Research, is a positive school climate: a positive attitude on the part of the entire staff and student body exhibited through overt behavior that creates a warm, orderly learning environment. Development of such an environment depends upon: (1) strong administrative leadership; (2) a cooperative, caring, and committed teaching staff; (3) an educational philosophy that stresses the importance of all students; and (4) innovative programs that recognize the self-worth of every student. This paper outlines and describes 26 programs, goals, and ideas for creating a positive school climate that are being implemented successfully in Clarkston (Michigan) Junior High School's School Improvement Project. Some of these strategies include: (1) a school mission that emphasizes that every student will receive at least one success experience during the year; (2) a clear and consistently enforced discipline policy; (3) a lunch with the principal program; (4) a Teacher Advisor Group program; (5) a Student Incentive Program (leading to monetary rewards and/or restaurant gift certificates); (6) special theme weeks; (7) a Student of the Month Program; (8) a week-long camping program; (9) a physical education Green and White Olympics; and (10) staff training in Teacher Expectation Student Achievement (TESA). (IW)

ED 279 806 CE 046 465

Learning Activity Packets for Milling Machines. Unit III--Vertical Milling Machines.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
NOTE- 26p.; For related teacher's guide and packets, see ED 236 346 and CE 046 463-464.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0311--$2.00; slides and audiotapes--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Equipment Maintenance; *Equipment Utilization; Learning Activities; *Machine Tool Operators; *Machine Tools; *Metal Working; Safety; Secondary Education; Sheet Metal Work; *Trade and Industrial Education

This learning activity packet (LAP) outlines the study activities and performance tasks covered in a related curriculum guide on milling machines, The course of study in this LAP is intended to help students learn to set up and operate a vertical mill. Tasks addressed in the LAP include mounting and removing cutters and cutter holders for vertical spindle machines; using machine controls properly; mounting and aligning a vise; aligning a head square to a table; performing side and end milling operations; milling a key seat with a keyseat cutter and a key slot with an end mill; milling a rectangular pocket; performing precision locating, drilling, and reaming of holes; aligning a bore concentric to the spindle; performing a boring operation; and performing drilling and milling operations using a dividing head. Included in the LAP are unit and specific objectives, a pretest, information and assignment sheets, cross-references to the curriculum guide, job sheets, and answers to the pretest and the assignment sheets. Page numbers in the LAP are coordinated with those in the curriculum guide. (MN)

Initiatives in Technical and Further Education. Numbers 3 and 4.
National TAFE Clearinghouse, Adelaide (Australia).
PUB DATE- 82
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Access to Education; Adult Vocational Education; Apprenticeships; Auto Mechanics; Business Education; Community Education; Curriculum Development; Developed Nations; *Educational Innovation; Educational Planning; Foreign Countries; Literacy Education; Multicultural Education; Postsecondary Education; *Program Development; *Technical Education; *Trade and Industrial Education; Unemployment; Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- *Australia

These two issues contain abstracts of 127 and 118 documents, respectively, related to the field of technical and further education that are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. These types of materials are included: research reports/technical reports, evaluation studies, curriculum materials of an innovative nature (syllabus documents; student materials, including textbooks; teachers' guides; audiovisual materials; materials for TAFE teacher education; tests), questionnaires, feasibility studies, catalogs of instructional materials, and bibliographies. Each document entry provides this information: TAFE document accession number; state of origin of document; state clearinghouse accession number; author(s); title; publisher, date of publication, and pagination; format; availability (source); price; descriptors; identifiers; and abstract. Subject and author indexes are appended. Representative topics in number 3 are: access to education, adult education, apprenticeships, community education, course evaluation, educational finance, educational needs, educational planning, higher education, literacy, occupational surveys, program evaluation, technical education, trade and industrial education, vocational education, youth employment, and youth programs. Representative topics in number 4 are: access to education, adult education, apprenticeships, Australian aboriginal education, course evaluation, curriculum development, occupational courses, and occupational information. (YLB)

ED 279 879 CE 046 612

Machine Shop. Vocational Education Curriculum Guide. Industrial and Technical Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Mar 87
NOTE- 141p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Course Content; Curriculum Development; Educational Resources; Job Skills; Lesson Plans; *Machine Tools; *Machinists; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *West Virginia

This curriculum guide contains nine units that provide the basic curriculum components required to develop lesson plans for the machine shop curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: bench work; layout; drill press; power saw; lathe; shaper; milling machine; surface grinder; and special milling processes. (KC)

ED 279 948 CG 019 757

Rosenheimer, Lilia

Vesper Home Care Alzheimer Case Management and In-Home Respite Program, September 1, 1985-August 30, 1986.

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; Aging (Individuals); Caseworker Approach; Family Problems; *Home Programs; Nurses; Older Adults; *Program Budgeting; *Social Support Groups; *Stress Management; Visiting Homemakers
IDENTIFIERS- *Alzheimers Disease; *Caregivers

This document describes the Alzheimer Case Management and In-Home Respite Program begun in 1985 in California. Training provided to nurses and selected homemakers in the program is discussed and sources of referrals are identified. Initial nursing visits which involved physical and behavioral assessment of the patient and discussions with stressed and exhausted caregivers are described. The need for respite for caregivers, the screening of patients for the day care center, the use of the Alzheimer Day Care and Resource Center for respite, and linking caregivers to support groups are described. The program is briefly analyzed and changes implemented during the second year of the program are explained. Fundraising for the second year is also described. Numerous tables are included which summarize referrals and patients open to care, monthly visits and in-home respite, funding secured for the second year of the program, a statement of revenue and expense for the first year, and the second year budget. (NB)

ED 279 976 CG 019 785

Bailey, Bruce E.; And Others

A Phenomenological Study of Youth Suicide 1 & 2.

SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Children; Elementary Secondary Education; *Family Problems; *High Risk Persons; *Phenomenology; Racial Differences; Rural Urban Differences; Sex Differences; *Student Attitudes; Student Behavior; *Suicide
IDENTIFIERS- *Adolescent Suicide

Most youth who commit suicide do not come to the attention of mental health authorities before their deaths. Therefore, there is a need for data based on the suicidal thinking and risk of nonclinical populations. In this study, 1,098 children and adolescents were tested in regard to suicidal thinking. Subjects read a scenario about a person in an adverse life circumstance and provided three responses concerning what the character was considering doing. Follow-up questions inquired as to whether the subject had ever thought about or engaged in the behavior he/she attributed to the character. Sixty-eight percent of the subjects attributed suicide to the character. Of these 749 subjects, 52% indicated that they had previously thought about suicide and 7% reported having made a suicide attempt. In some cases, the findings support conclusions cited in the literature; however, in other instances the results call into question common assumptions concerning youth at risk. Status characteristics were examined and a phenomenological analysis based on the subjects' verbatim responses was made. Combinations of problems, affective states, and family problems were paramount as the circumstances associated with the subjects' personal suicidal thinking. (Author/NB)

ED 279 990 CG 019 799

Gysbers, Norman C.
Career Development Today: An Overview.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 32p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of MI 48109-1259 ($5.00/copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Counseling; *Career Development; Careers; Counselor Client Relationship; *Counselor Role; Models; *Trend Analysis

IDENTIFIERS- *Life Career Assessment

This monograph on career development begins with an examination of the antecedents of present day career initiatives. The evolution of the concepts of career and career development are reviewed and the rethinking and reformulating of these concepts that have occurred since 1900 are examined. The time period from 1900 to 1950 is reviewed as the formative years; the time from 1950 to 1980 as the transition years; and the time from 1980 and beyond as current formulations. Areas discussed include the industrial revolution, social protest and reform, vocational guidance, vocational development, career, and career development. The impact on counselors of this evolution of career development is discussed. The second half of this monograph looks at the career counseling process and discusses how the broader meanings of career and career development that have evolved over the years impact the career counseling process and its use. The document provides a framework of six possible phases of career counseling: (1) establishing the client-counselor relationship and responsibilities; (2) gathering client self-information and environmental information; (3) understanding client information; (4) drawing conclusions and making diagnoses; (5) taking action; and (6) evaluating the impact of intervention. The use of the Life Career Assessment to gather client information is explained. (NB)

ED 280 019 CS 210 284

Storlie, Erik F.; Barwise, Mary
Asking Good Questions, Getting Good Writing. A Teacher's Handbook on Writing across the Curriculum at Minneapolis Community College.
Minneapolis Community Coll., Minn.
PUB DATE- 85
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Grading; Higher Education; *Instructional Development; Instructional Improvement; *Questioning Techniques; Student Motivation; Teaching Methods; *Writing Evaluation; *Writing Exercises; Writing Instruction; Writing Processes
IDENTIFIERS- *Writing across the Curriculum

The result of the Writing across the Curriculum Project at Minneapolis Community College, this handbook provides teachers with effective, efficient, and practical suggestions for crafting good writing assignments in content area classrooms. In general, the book encourages teachers to ask good questions and to experiment with writing. Respectively, chapters discuss (1) ways in which teachers can save time and energy as they assign and grade writing, along with some examples of writing assignments in which the activity of writing in itself promotes learning; (2) principles to help teachers ask questions that demand thinking, such as deciding the purpose of a particular assignment for students and relating this purpose to them; (3) several nontraditional writing assignments that provide an alternative to term paper assignments; (4) the steps necessary to prepare students to succeed as writers and tips on what kinds of classroom discussion can promote this goal; and (5) ways in which teachers can save time when marking papers, suggesting that teachers consider writing an activity and process of learning rather than a product to be graded. Several extended examples and sample assignments are included, as is an annotated bibliography. (JD)

ED 280 033 CS 210 339

Davis, Kevin
The Role of Peer Tutoring: Steps to Describing a Three-Dimensional Model.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Interaction; Models; Peer Relationship; *Peer Teaching; *Teacher Attitudes; *Teacher Student Relationship; *Tutoring; Writing (Composition); Writing Evaluation; *Writing Instruction

A comprehensive, three-dimensional model of peer tutoring, constructed by gathering current theories and research and locating them on a dynamic continuum of the tutoring process, allows researchers to break new ground in tutor research and might eventually offer a new heuristic for training peer tutors. The first axis in the model, the focus continuum, characterizes how the tutor interacts with the writer and text based on person-centered, process-centered, text-centered, and/or rule-governed approaches.

This continuum incorporates the views of those advocating mechanical competence, style, and writing as an individual process. The second axis locates the tutorial process along the attitudinal continuum, a perspective based on: pedagogical style, logic, and/or instinct. Together, these two axes comprise the focus of the tutoring situation. The third axis, the interactional continuum, describes the relationship that occurs during the peer tutoring process and is based on the following conversational modes: authoritarian, conversant (collaborative), and/or receiver (student centered). Overall, this three-dimensional model characterizes 36 basic tutoring types which allow for an infinite amount of variation. By identifying locations along the continua as a point of departure, researchers can use the model to designate roles, differentiate between concepts that address only one or two facets of tutoring, and eventually offer a new heuristic for training peer tutors. (JD)

ED 280 048 CS 210 359

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet. 1987 Edition.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 20p.; For related documents, see CS 210 354-358; for the 1985 and 1986 editions, see ED 263 569-581 and ED 272 903-909, respectively.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test contains 70 multiple choice test items related to the 9 selections in the reading booklet. The questions examine students' skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (JD)

Funderburk, Carol
A Review of Research in Children's Writing.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Developmental Stages; Educational Theories; Language Acquisition; Language Arts; Literature Reviews; *Piagetian Theory; Prewriting; *Primary Education; *Reading Writing Relationship; Research Proposals; Surveys; Teaching Methods; Theory Practice Relationship; *Writing Processes; *Writing Research
IDENTIFIERS- Invented Spelling; Piaget (Jean)

Recent research into the composing processes of children owes much to Piaget's postulate that cognitive development is linear--that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. The stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading have been examined by Donald Graves, L. M. Calkins, and Glenda Bissex, among others. In one study, C. Temple, R. Nathan, and N. Burris concluded that children make the same discoveries in the same order. Susan Sowers detailed her observation of a first grade class, in which she used the techniques of invented spelling, writing conferences, and writing without assigned topics to compile children's writing for publishing. Issues currently being examined include the use of drawing as a prewriting exercise, and the relationships between scribbling, drawing, and talking. The issues of invented spelling and writing before reading have profound implications for new directions in elementary education. A growing amount of research indicates that reading is a highly abstract task and should follow rather than precede writing instruction. Frances Kane's work advocates the progression of thinking, drawing, writing, and reading. The link between Piaget's stages of cognitive development and its writing counterparts is a promising area of research. (NKA)

ED 280 103 CS 505 549

Cooper, Martha
Public Discussion of Nuclear Warfare: A Time for Hope.
PUB DATE- 10 Apr 87
NOTE- 40p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Censorship; *Communication (Thought Transfer); Disarmament; Disclosure; Discourse Analysis; Government Role; Nuclear Technology; *Nuclear Warfare; *Political Issues; *Public Opinion; Social Action; Social Change
IDENTIFIERS- Communication Patterns; *Public Discourse

Anti-nuclear discourse, which peaked in 1981-82, signaled an emergence of public discourse on the nuclear warfare issue. During the development of the original atomic bomb, public discussion of the issue was severely restricted, but immediately after the bombing of Hiroshima and Nagasaki, discourse on the subject increased. During the Cold War era, serious discourse occurred within only a few special interest groups supporting disarmament and among government officials and foreign policy elites. Discussion during the early 1960s centered on the controversy surrounding testing. In 1981-82, the American public began attending to and generating discourse on the subject of nuclear warfare. Many books, monographs, and films were produced illustrating the effects, especially the negative effects, of nuclear war. Little imaginative literature dealt with the subject; instead the discourse emerged in serious, non-fiction realms. In these works, the cause of the potential for nuclear holocaust is political, specifically either deception by the government, national sovereignty, or citizen apathy or ignorance. Contemporary discussion of nuclear warfare signals a reversal in the speaker-audience relationships. In the past, elite experts directed their comments toward the populace; now the public itself is gaining legitimacy as a voice on this issue. (SRT)

ED 280 117 CS 505 572

Byers, Peggy Yuhas
A Burkean Perspective of Romantic Jealousy.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Interpersonal Attraction; Interpersonal Communication; *Interpersonal Relationship; *Jealousy; Rhetoric; *Rhetorical Criticism
IDENTIFIERS- *Burke (Kenneth); *Dramatistic Criticism

Kenneth Burke's dramatistic theory of social movements can be applied to current romantic jealousy theories. Burke's dramaturgy has seven major elements: order, guilt, negation, victimage, mortification, catharsis, and redemption. These elements may all be transposed onto Burke's three critical motives: Order (status quo), Secret (differences between partners), and Kill (changing the old order for a new one). The dyadic relationship required for romantic jealousy to occur creates an order for itself comparable to orders in society. Negation occurs when one partner in a dyad deviates from the other's definition of how the relationship should be. Guilt can occur either before or after the negation. The guilt preceding negation is usually felt by the one who has broken the order. Guilt is experienced by the jealous partner after negation because that person feels he or she has done something wrong. Victimage is similar to scapegoating. Freud believed that one expiates the guilt of infidelity by projecting it onto the partner, or scapegoat. Victimage has been documented in which the jealous partner has attempted to punish either the rival or the romantic partner. Mortification is another means of expiating guilt, but places the blame on oneself. Mortification has also been documented involving victimage of the self, or suicide. The aspects of redemption and catharsis, in which the guilt is resolved and a new order is obtained, are only implicitly explored in the literature on romantic jealousy. (SRT)

ED 279 792 CE 046 365

Fox, Michael
A Look at Illiteracy in America Today--The Problem, the Solutions, the Alternatives.
Push Literacy Action Now, Inc., Washington, DC.

PUB DATE- 1 Jul 86
NOTE- 31p.
AVAILABLE FROM- PLAN, Inc., 1332 G Street, SE, Washington, DC 20003 ($6.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Illiteracy; *Literacy Education; *Program Design; Program Development

Literacy should be viewed as a continuum of undereducation, stretching from those who cannot read and write at all at the low end to those who have less than a high school education at the high end. People at different points have different needs, which may differ greatly from those current literacy programs try to meet. The track record of existing literacy programs is weak. Outcome data are often unavailable; existing data show the vast majority of educationally disadvantaged adults are not being reached by programs and the people in programs do not stay in them. Instead of generalized assistance in learning to read, people want specific strategies to deal with specific self-defined problems. They rely on helping networks within the community, not on reading tutors or school-based programs. A "literacy support program" offering a range of services and learner-oriented assistance is probably a more viable model than a reading program staffed by volunteers. Also important is a learner-oriented approach. Four recommendations that address the problem of illiteracy are the following: parent-child programs to halt intergenerational transmission of illiteracy, use of networks and helping services, making materials more readable, and organizing for a working literacy. (YLB)

ED 279 823 CE 046 484

Aviation Maintenance Technology. General. G101 Aviation Mathematics and Physics. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85
NOTE- 140p.; For related documents, see CE 046 483-488.
AVAILABLE FROM- Curriculum and Instructional Materials Center,

Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1200: in state--$7.00, out of state--$18.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; Aviation Technology; Classroom Techniques; Job Skills; Learning Activities; Learning Modules; *Mathematical Applications; *Occupational Safety and Health; *Physics; Postsecondary Education; Skill Development; Teaching Methods; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

These instructor materials for an aviation maintenance technology course contain three instructional modules covering safety, aviation mathematics, and aviation physics. Each module may contain an introduction and module objective, specific objectives, an instructor's module implementation guide, technical information supplements, transparency masters, workbook supplements, answers to workbook supplements, a theory test, project guides, answers to the theory test, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 919 CG 019 727

Duffy, Michael
Roles for the Counseling Psychologist in the Nursing Home.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Consultants; *Continuing Education; *Counselor Role; Financial Support; Institutionalized Persons; *Mental Health; *Nursing Homes; *Older Adults; Psychologists
IDENTIFIERS- *Counseling Psychology

Although the contributions made by counseling psychologists to nursing homes has been marginal, there are several services that can be provided to long-term care facilities by psychologists. Once familiar with the pattern of nursing home life, the psychologist will be able to provide services indirectly as a consultant or trainer, and directly in the delivery of mental health services. As consultants and trainers, psychologists can influence continuing education programs often required of nursing home personnel to include training on mental health needs of nursing home residents. Four workshops developed to provide such education include: (1) Crisis Management in Older Persons; (2) The Family of the Nursing Home Resident: Adversary or Advocate; (3) Using Volunteers in the Nursing Home and Making It Work; and (4) Brief Interventions for Problem Behaviors of Residents. The most frequently requested direct service is for assessment of residents' mental status and treatment recommendations. If diagnostic reports and recommendations are used for care planning, the counseling psychologist can have input into the management of such predictable resident behavior problems as oppositional and noncompliant behavior, depression, agitation and anxiety, social withdrawal, and cognitive disorientation. Although the magnitude of mental health problems in nursing homes and the inadequacy of current services concern counseling psychologists, the problems of adequate and legitimate financial reimbursement must be addressed at a national level if professionals are to be attracted to the field of geriatric mental health in long-term care settings. (NB)

ED 279 934 CG 019 743

Okagaki, Lynn; And Others
Children's Eyewitness Memory for Same and Different Racial Models.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Development; Identification; *Memory; *Preschool Children; Preschool Education;

Racial Factors; Recall (Psychology); *Recognition (Psychology); *Social Cognition

Recently, young children have been allowed to testify as competent witnesses in courts of law and the testimony of a single child can be very important in sexual abuse cases. A study was conducted to examine the accuracy of nursery school children's eyewitness accounts in a naturalistic setting. Nursery school students (N=31) viewed two women, one white and one black, present a puppet show. Four days later, the children were asked to identify the two women, each from a three-person line-up. Nineteen white children and one Asian child agreed to complete the identification task. In trials in which the children picked someone out of the line-up, 50% of the total responses were correct; children correctly identified the white adult 60% of the time and the black adult 40% of the time. When no response was scored as lack of recognition, the rate of accuracy dropped to 32.3% overall, 39% for white adults, and 26% for black adults. Older children (over the median age of 49 months) were found to be better than younger children at identifying both the black and the white adults. These findings suggest that, under the conditions of the study, young children have difficulty identifying strangers they have seen 4 days earlier. Future research should assess recall abilities of young children in different situations. (NB)

ED 279 962 CG 019 771

The Catastrophe of Uninsured and Underinsured Americans: In Search of a U.S. Health Plan. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-602
PUB DATE- 12 Sep 86
NOTE- 134p.; Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Family Problems; *Federal Legislation; *Financial Problems; *Health Insurance; *Health Needs; Hearings

IDENTIFIERS- Congress 99th; *Health Care Costs

This document presents witnesses' testimonies from a Congressional hearing called to examine the health care access problems of the large number of Americans without health insurance and those suffering from underinsurance or inadequate coverage of primary acute or long-term care. Opening statements are included from Representatives Edward Roybal, Matthew Rinaldo, Ralph Regula, Don Bonker, Marilyn Lloyd, Olympia Snowe, and Helen Bentley. The text of the "USHealth" Program Act: An American Healthplan (H.R. 5070), Representative Roybal's bill to contain health care costs, maintain quality, and ensure access for all Americans is included. Witnesses providing testimony include: (1) a mother of a brain-injured child; (2) Albert Sabin, developer of the Sabin polio vaccine; (3) Mary Hatwood Futrell, president, National Education Association; (4) Arthur Flemming, chair, Citizens' Commission on Civil Rights; (5) Robert Helms, Assistant Secretary for Planning and Evaluation, Department of Health and Human Services; and (6) Uwe Reinhardt, professor of political economy, Princeton University. Prepared statements are included from Douglas Fraser, chairman, Health Security Action Council; Barbara Rohan, president, Re-Hab Associates, Inc. & Sports Medicine Center; Joyce Romero, secretary, Kansas Department on Aging; and Cancer Care, Inc. (NB)

ED 280 077 CS 210 393

Gould, Christopher
"Correct English" Magazine and the "Science" of Language Study.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Historical Materials (060)
DESCRIPTORS- English Instruction; Language Research; *Language Usage; *Linguistic Theory; *Literacy; *Scholarly Journals; Vocabulary Development; Writing (Composition)
IDENTIFIERS- *Baker (Josephine Turck); *Correct English Magazine

"Correct English," published continuously between 1899 and 1950, was dedicated to the preservation of "proper" English usage. Josephine Turck Baker, editor and founder, understood that conventions of grammar arose from usage. It was her opinion that correctness was determined by clarity, not by the rules of Latin syntax. Thus, "correct" usage was defined as the careful selection of words that accurately communicated a thought or idea. Among the consequences of this instrumental view of language were (1) a preoccupation with vocabulary acquisition; (2) encouragement of students to "think first, then write" (an injunction central to the theory now known as Current-Traditional rhetoric); and (3) reduction of written composition to a purely mental exercise, with the teacher's role becoming one of exhortation in abstract principles. Baker was also convinced that literature should be taught only after students had mastered grammar and spelling, since literature was art, which she defined as the mastery of abstract rules. "Correct English" ceased publication when its editorial staff and writers became confident that universal literacy could be achieved through progressive educational policies and technology. The notion of language as an instrument or "tool of communication" has endured, even in university English departments. (AEW)

ED 280 090 CS 505 524

Elman, Jeffery Locke; Zipser, David
Learning the Hidden Structure of Speech.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

SPONS. AGENCY- Air Force Systems Command, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ICS-8701
PUB DATE- Feb 87
NOTE- 28p.; Funding also provided by a grant from the System Development Foundation.
CONTRACT- N00014-85-K-0076
GRANT- AFOSR-86-0062
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); Artificial Speech; *Communication Research; Computers; *Distinctive Features (Language); Learning Processes; Phonetics; *Recognition (Psychology); *Research Methodology
IDENTIFIERS- *Back Propagation Learning; *Speech Recognition

The back-propagation neural network learning procedure was applied to the analysis and recognition of speech. Because this learning procedure requires only examples of input-output pairs, it is not necessary to provide it with any initial description of speech features. Rather, the network develops on its own set of representational features during the course of learning. A series of computer simulation studies were conducted to assess the ability of these networks to label sounds accurately, to learn to recognize sounds without labels, and to learn feature representations of continuous speech. The studies demonstrated that the networks can learn to label presegmented naive sound tokens with accuracies of up to 95%. Networks trained on segmented sounds using a strategy that requires no external labels were able to recognize and delineate sounds in continuous speech. These networks developed rich internal representations that included units that corresponded to such traditional distinctions as vowels and consonants, as well as units that were sensitive to novel and nonstandard features. Networks trained on a large corpus of unsegmented, continuous speech without labels also developed interesting feature representations that may be useful in both segmentation and label learning. The results of the studies, while preliminary, demonstrate that back-propagation learning can be used with complex, natural data to identify a feature structure that can serve as the basis for both analysis and nontrivial pattern recognition. (Author/FL)

ED 280 157 EA 019 266

White, William D.
Effects of the Year-Round Calendar on School Attendance.
PUB DATE- 2 Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (18th, Anaheim, CA, February 1-4, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Attendance; *Attendance Patterns; *Cost Effectiveness; Dropout Rate; Elementary Secondary Education; Expenditure per Student; Extended School Year; Incentives; *School Holding Power; *Student Motivation; Student School Relationship; *Teacher Attendance; Teacher Attitudes; Vacation Programs; *Year Round Schools
IDENTIFIERS- *Colorado (Jefferson County)

This report explores effects of a year-round schedule on pupil and teacher attendance in the Jefferson County, Colorado, School District. Information is drawn from a 1977 district study and from interviews with teachers and principals. Comparison of data on attendance before the program and after its first year found that attendance increased in elementary and secondary schools. Teachers' attendance improved as well, demonstrated by less sick and personal leave. Over a year, per pupil cost savings was 74 cents. An unanticipated result (of the year-round school experience) was reduction of high school dropout statistics. Students returned to school (at no cost to the student) during a fifth quarter vacation in larger numbers: 2,010 additional spaces were utilized and additional credits totaled 1,171. Similar gains occurred among junior high schools. Elementary students often chose short courses offered during vacations. Interviews with experienced administrators and teachers include the following observations: Scheduling flexibility accommodated students arriving and departing at each term change and desiring to change teachers. Dropout problems were similarly resolved. Teachers preferred the adaptable lifestyle; families with both parents employed could arrange vacations. School holding power increased during the standard academic year. The schedule proved to be a feasible means for extending the year for able students and for those needing additional education, without incurring drastic budget increases. (CJH)

ED 280 169 EA 019 279

Harris, Cameron
Graduate Follow-Up Studies: Why Bother?
Hampton City Schools, VA.

PUB DATE- Feb 87
NOTE- 44p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Educational Change; Graduate Surveys; Instructional Effectiveness; Longitudinal Studies; Long Range Planning; *Outcomes of Education; Postsecondary Education; Program Development; *Program Effectiveness; Program Evaluation; Research Utilization; *School Effectiveness; School Surveys; Secondary Education; Student Role; *Student School Relationship
IDENTIFIERS- Statistical Package for the Social Sciences; *Virginia (Hampton)

This report emphasizes the rationale for and procedures of a high school graduate follow-up telephone survey in Hampton, Virginia, conducted on classes of even-numbered years. The survey instrument and charts of results from 1982-86 comprise over three-fourths of the document. The follow-up survey was initiated to gather information for a school district program evaluation system. The survey occurs during Christmas holidays, drawing former students from random samples. Data use is categorized by location of students, program quality checks, trend data, and public relations. Trained callers ask questions which will elicit information to be used for longitudinal analysis and for application to currently evaluated programs, including the state competency program. In 1984, respondents were asked to "grade" aspects of school programs from "A" to "F," instead of using previous responses of "excellent," "average," and "poor"; as a result, data collection was improved. Telephone survey offers the opportunity to clarify data and to include an open response section about suggested school improvements. Student background information, already contained in school data processing records, is not needed. Callers code data according to the Statistical Package for the Social Sciences (SPSS). Two-year comparison data are used frequently for program planning. Changes are not now anticipated, other than to expand the survey to follow up students from previous surveys. (CJH)

ED 279 865 CE 046 567

Making America Work Again. Jobs, Small Business, and the International Challenge.

National Commission on Jobs and Small Business, Washington, DC.

REPORT NO.- ISBN-0-9617931-0-4
PUB DATE- 87
NOTE- 81p.
AVAILABLE FROM- National Commission on Jobs and Small Business, 1025 Connecticut Avenue, NW, Washington, DC 20036 (1-10 copies--$7.95; 11-25 copies--$6.95; 26+ copies--$5.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; Competition; *Economic Development; *Entrepreneurship; International Relations; *Job Development; Productivity; *Small Businesses

This report sets forth findings of a committee charged with recommending policies to create 10,000,000 new jobs through small business. It defines the problems of American workers and small business owners in a period of dramatic economic change. Emphasis is on solutions for the conditions that nurture enterprise and on what the country needs to do to encourage small business formation, a more secure environment for workers, and economic growth. Findings and conclusions are presented in four major areas: preparing the American people to compete; encouraging greater savings and investing them productively; expanding export groups, including those for small businesses; and minimizing the impediments to the growth of small firms. Five recommendations, outlining institutional mechanisms to focus sustained attention on the problems, are as follows: (1) mobilize the American people, (2) prepare the American work force, (3) invest in the future, (4) restore the "Yankee Trader" tradition, and (5) clear the decks--in other words, institutional reorganization of structures and processes to reflect new realities of global competition. Suggestions for implementation follow each recommendation. Appendixes include annotations--quotations from relevant literature--on numerous current economic concerns. (YLB)

ED 279 893 CE 046 650

Betts, Carolyn
Costs of Producing Milk, 1975-84. Agricultural Economic Report Number 569.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 87
NOTE- 41p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Accounting; *Agricultural Production; Comparative Analysis; *Cost Estimates; *Cost Indexes; *Dairy Farmers; Differences; *Regional Characteristics; *Unit Costs
IDENTIFIERS- *Milk; United States

Costs of producing milk rose 53 percent between 1975 and 1984 to $13.57 per hundredweight, whereas cash (out-of-pocket) costs rose 56 percent to $10.64 per hundredweight. Cash receipts, which measure gross production value, peaked in 1981 at $14.94 per hundredweight compared with $9.23 in 1975. Production costs in the Pacific region were more than $1 per hundredweight lower than costs in other regions every year during the period from 1975 to 1984. Appalachia and the Corn Belt had the highest costs. In 1983, the Economic Research Service revised its cost-of-production estimating procedures and cost-and-return budget formats to incorporate new concepts and methodologies. The old estimate format contained an estimate of variable costs and costs imputed to the operator-supplied inputs (including machinery, overhead, management, and land). The current format, on the other hand, contains the following three major categories of revised cost-and-return measures: cash receipts, cash costs (including variable and fixed expenses), and economic costs (which are the sum of farm overhead, taxes and insurance, capital replacement charges, and interest on loans). Cash receipts, variable and fixed cash expenses, and economic costs computed according to the old estimate format were then readjusted to make the old and new estimates consistent. (A total of 6 figures and 16 tables are included.) (MN)

ED 280 049 CS 210 360

Grade 9 English Language Arts, Student Achievement Testing Program, 1985-86 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 85
NOTE- 52p.; For the 1986 tests, see ED 272 910-912.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 9; High Schools; Multiple Choice Tests; Reading Comprehension; *Reading Skills; *Reading Tests; Student Evaluation; *Test Format; Test Items; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for both teachers and students, this bulletin presents specific information about the design, parts, and scoring of the Grade 9 English Language Arts Achievement Test for the 1985-86 school year in Alberta, Canada. General information is presented regarding the (1) purpose and nature of the Achievement Testing Program (ATP), (2) students tested, (3) exemptions from the ATP, (4) students receiving instructions in French, and (5) administration and reporting of results of the ATP. Following an overview of the exam, each of the two parts is discussed separately in detail. A blueprint of Part A (composition) of the exam shows it to consist of a writing assignment directed to a specific audience and related to source material provided in the test booklet. A sample assignment for classroom use is also included, illustrating the kind of source material and written assignments that will appear on the exam. Scoring guides are included. A blueprint of Part B of the exam, showing it to consist of 65 multiple-choice questions based on reading selections (contained in a separate booklet) from fiction, nonfiction, and poetry, is followed by 24 sample questions. These questions illustrate the nature and complexity of questions that appear on the exam. An answer key and question information are included. (JD)

ED 280 131 EA 019 233

Shedd, Joseph B.
From the Front of the Classroom: A Study of the Work of Teachers with Exhibits.
Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div.
SPONS. AGENCY- Arizona Education Association, Phoenix.; National Education Association, Washington, D.C.; Tucson Education Association, AZ.
PUB DATE- Dec 85
NOTE- 209p.
AVAILABLE FROM- Publication Sales, Organizational Analysis and Practice, Inc., 120 East Buffalo Street, Ithaca, NY 14850 ($7.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Comparable Worth; Decision Making; Elementary Secondary Education; Occupational Information; Occupational Surveys; Problem Solving; *Resource Materials; Teacher Attitudes; *Teacher Role; *Teacher Salaries; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- *Isolation (Professional)

Because few people ever view teaching from the front of a classroom, many fail to understand or appreciate this profession. This report is part of the Tucson (Arizona) Education Association's three-year effort to describe teaching in the words and survey responses of teachers themselves, drawing appropriate parallels and contrasts with other occupations. Teachers serve as instructors, counselors, and classroom managers and are responsible for planning, acting, and evaluating functions associated with these roles. Few teachers, however, participate in planning or evaluating district policies, programs, and procedures. The study identifies 25 different teacher responsibilities performed frequently and with intensity. Teachers manage time constraints well, relying heavily on skills, knowledge, and resources acquired through personal experience. The study identifies two professions comparable to teaching--television news director and civil engineer; it finds teaching a decision-making process requiring exercise of discretion and judgment in situations that rarely allow application of routine solutions to clearly identified problems. Average teacher salaries are comparable to jobs with much less responsibility. The isolation of teachers from administrators and each other impedes teachers' performance. Seven charts are included. The accompanying exhibit file includes Tucson teacher job description survey forms and

survey and content analyses of teacher responsibilities and job resources. Teachers describe their profession as a challenging, stressful one requiring a high degree of knowledge, effort, and interpersonal and managerial skills. Teachers have opinions about the teaching process, attention to individual students' needs, special education students, administrative and clerical duties, discipline problems, time pressures, and other factors influencing their job performance. Other exhibits summarize interviews with those in other professions, and outline a group discussion between teachers and interviewers. The last nine exhibits are concerned with salary comparisons and teachers' ability to improve compensation with credit for previous teaching experience. The charts show teachers to be underpaid compared to their counterparts in other occupations involving a narrower range of responsibilities. (MLH)

ED 280 144 EA 019 249

Haynes, Kathy; Blomstedt, Robert
The Principal and Educational Change.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at a Conference on Teacher Education (Dallas, TX, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Change Agents; *Change Strategies; Educational Administration; *Educational Change; Elementary Secondary Education; Evaluation Methods; Interpersonal Communication; *Leadership Qualities; *Principals; Program Implementation; Social Change; *Teacher Attitudes; Teacher Morale
IDENTIFIERS- Texas

This paper reports on a: (1) review of recent literature on the principal's role in the implementation of educational reform, and (2) study of teacher perceptions of the role of the principal in the implementation of recent Texas reform legislation. Research on societal and organizational change shows that the inevitability of change should be a part of the school administrator's decision-making process. The multiple responsibilities of change management can be stress-producing, but effective educational administrators have developed leadership skills, personalities, and expertise to cope with the demands of their jobs. Results of a questionnaire distributed to and returned by approximately 60 teachers in 16 small South Texas school districts support the theory that the role of the principal as change agent for educational reform is of singular importance if reform is to be implemented in a smooth and efficient manner. The questionnaire, which is included in the document, gathered specific data regarding four significant variables involved in the principal's role as change agent: (1) promotion of positive attitudes for high teacher morale, (2) effective communication, (3) strong and effective leadership, and (4) efficient and impartial evaluation. A fifth category collected open-ended comments on teachers' perceptions of what the principal's role should actually be. Two pages of references are appended. (IW)

ED 279 839 CE 046 509

Agricultural Safety. FMO: Fundamentals of Machine Operation. Second Edition.

John Deere Co., Moline, Ill.

REPORT NO.- ISBN-0-86691-042-5

PUB DATE- 83

NOTE- 334p.

AVAILABLE FROM- John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (Order No. FMO-18102B: $14.70; 10 or more, $11.75).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Agricultural Education; *Agricultural Machinery; *Equipment Utilization; Guidelines; *Occupational Safety and Health; Postsecondary Education; *Safety; Secondary Education; *Vocational Education

This manual is intended to provide students with basic information on the safe operation of farm machinery. The following topics are covered in the individual chapters: safe farm machinery operation (the importance of safety, the role of communication in safety, and types of farm accidents); human factors (human limitations and capabilities; physical, physiological, and psychological characteristics; personal protective equipment; techniques for lifting; and man-machine systems); ways of recognizing common machine hazards (pinch, wrap, shear, crush, and pull-in points; free-wheeling parts; thrown objects; stored energy; slips and falls; slow-moving vehicles; and second parties); equipment service and maintenance (ways of keeping equipment in safe operation, emergency situations, service tools and equipment safety, chemicals and cleaning equipment, completion of service work, and components and systems); tractors and self-propelled machines; tillage and planting; chemical equipment; hay and forage equipment; grain harvesting equipment; other harvesting equipment; materials handling equipment; and farm maintenance equipment. Concluding each chapter is a chapter summary and set of quiz questions. A glossary and lists of safety laws and suggested readings are also provided. (MN)

ED 279 880 CE 046 613

Carpentry. Vocational Education Curriculum Guide. Industrial and Technical Education.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

PUB DATE- Mar 87
NOTE- 111p.
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Carpentry; *Competency Based Education; *Construction (Process); *Course Content; Educational Resources; Equipment; Hand Tools; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- *West Virginia

This curriculum guide contains 12 units that provide the basic curriculum components required to develop lesson plans for the carpentry curriculum. The guide is not intended to be a complete, self-contained curriculum, but instead provides the teacher with a number of informational items related to the learning outcomes and allows the teacher flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. The units of instruction contain the following components: learning outcomes; associated tasks; performance standards; lists of tools, equipment, resources, and limiting constraints; performance steps; and enabling objectives. The units cover the following topics: reading blueprints; selecting, purchasing, and storing material; cutting, shaping, and fastening; preparing building site; preparing concrete forms; framing floors; framing walls; framing roof and ceiling; installing roof; finishing exterior; finishing interior; and constructing stairs. A list of items to be included in a standard carpentry tool kit completes the guide. (KC)

ED 279 906 CE 046 701

VESL (Vocational English as a Second Language): Making Employment Training Work for Limited-English Proficient Participants.

California State Univ., Long Beach.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Employment Preparation Div.; California State Job Training Coordinating Council, Sacramento.
PUB DATE- 86
NOTE- 122p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Curriculum Development; *Inservice Teacher Education; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; *Second Language Instruction; *Student Evaluation; *Teacher Workshops; *Vocational English (Second Language)

This handbook is intended for use by those attending a one-day workshop dealing with planning and developing a vocational English as a second language (VESL) program. Materials provided to reinforce the following objectives are addressed during the workshop: identify the need issues that can be used in planning services and responding to requests for proposals, define VESL and identify the kinds of VESL, identify approaches that meet the needs of the limited-English proficient individual, list appropriate assessment instruments and methods for determining English language proficiency, demonstrate skills (program design and instruction) needed to implement a VESL program, and identify resources for implementation. The handbook is divided into the following five sections: data on the characteristics and educational needs of limited-English proficient persons and a compilation of VESL needs rationale resources; examinations of general occupational cluster and occupation-specific VESL; a table describing primary sources of vocational education/training and related instruction for limited-English proficient individuals; a guide to VESL instruction, which contains learning activities and information handouts based on the ESL, vocational, work experience, and workplace approaches; and the section from the GAIN manual that

deals with ESL and VESL. (MN)

ED 279 977 CG 019 786

Engel, John W.
Sex Differences in Japanese Work Ethics.
PUB DATE- 10 Apr 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cultural Influences; Foreign Countries; *Sex Differences; *Values; *Work Attitudes
IDENTIFIERS- *Japan

Work values influence economic productivity of individuals and families worldwide. Since Japan's recent technological and economic productivity and growth have been phenomenal, a study was conducted to compare contemporary Japanese men's and women's work related values and beliefs. Work values questionnaires were distributed to over 900 Japanese subjects and t-tests were used to test for differences between men and women. Both Japanese men and women were found to value cooperation among co-workers, to see a need for more leisure time, to feel uneasy when there was no work to be done, and to believe that work should benefit one's country and that education and hard work lead to success. Japanese men were found to believe more strongly than Japanese women that they should be loyal to their employer, reject offers of higher salaries from other potential employers, stay with the same employer until retirement, sacrifice self for the good of the company, and go to work early and stay late. They also tended to believe more strongly that competition between individuals within the same company is good, that money acquired easily is usually spent unwisely, that people who fail usually have not tried hard enough, and that students should work for good grades out of respect and honor for their parents. Japanese women believed more strongly that use of credit cards leads to careless spending. (Author/NB)

Parks, Julia Etta
The Reading Program: An Historical Perspective, 1938-1987. Education Department, Washburn University.
PUB DATE- 87
NOTE- 128p.; Parts of Appendix D may be marginally legible because of small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Descriptions; Curriculum Development; Degree Requirements; *Educational History; *Graduate Study; Graduation Requirements; Higher Education; Multicultural Education; *Program Development; *Reading Programs; Teacher Education Curriculum; *Teacher Education Programs; *Undergraduate Study
IDENTIFIERS- *Washburn University of Topeka KS

Documenting the history of the Reading Program offered by the Department of Education at Washburn University, Kansas from its inception in 1937 to 1987, this document contains information related to the undergraduate reading requirements for the completion of the Elementary and Secondary Education Degrees and the graduate requirements for the Master of Education in Reading Degree. The first part provides an overview of the undergraduate reading program and traces the historical development of the undergraduate reading and language arts course offerings. The second part discusses the multicultural components of the undergraduate and graduate reading programs and presents a matrix detailing the specific elements in each course. The third part focuses on the graduate reading program, provides an overview of the program, details the current requirements for a masters degree in reading, and includes descriptions of the graduate program written by Marjorie Colton and by Mary Shoop. The fourth part provides faculty vitae. Appendixes comprise the bulk of the document and detail (1) undergraduate course objectives, (2) undergraduate degree plans, (3) graduate degree plans and graduate course objectives, (4) certification and teacher education regulations, and (5) guidelines for the professional preparation of reading teachers, various evaluation forms, and compliance with specialty guidelines. (JD)

Jenkins, Rhonda, Ed.
Spelling is For Ever. Reading Around Series.
Australian Reading Association, Adelaide.
REPORT NO.- ISBN-0-949512-11-7
PUB DATE- 86
NOTE- 64p.; Supplement to the Australian Journal of Reading, Volume 9, No. 4. Several tables use small print.
AVAILABLE FROM- Australian Reading Association, PO Box 78, Carlton South 3053, Victoria, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Learning Strategies; Resource Materials; *Spelling Instruction; Teacher Education; *Teaching Methods; Writing Skills
IDENTIFIERS- Australia

The responsibility of all teachers to help children develop spelling strategies is addressed in a series of articles in this journal supplement. Following an introduction by the editor, the articles and their authors are as follows: (1) "Development in Word Knowledge" (Peggy Goldsmith); (2) "Spelling Can Be Taught" (Faye Bolton and Diane Snowball); (3) "The Teaching of Spelling in Perspective" (Heather Fehring); (4) "Teaching Children Spelling through Their Writing" (Judy Turner); (5) "Take Parents with You" (Glyn Turner); (6) "Matching Spelling Instruction to Individual Writers" (Rhonda Jenkins); and (7) "Spelling Is For Ever" (Geoff Ward). The articles stress that while students can be encouraged to use a variety of resources in confirming spelling attempts, teachers, as writers, need some personal and effective tactics so that immediate demands on spelling memory are fulfilled. (Illustrations, tables, figures, and references are included with most articles.) (AEW)

ED 280 034 CS 210 340

Selfe, Cynthia L.
Re-defining Literacy: The Multi-Layered Grammars of Computers.
PUB DATE- Mar 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Higher Education; *Literacy; Reading Processes; *Teacher Improvement; *Word Processing; Writing Instruction; Writing Laboratories

To provide students with the literacy strategies necessary to function successfully in a technologically supported society, teachers must realize how the multilayered grammars of computers continue to affect their definition of literacy. Computer-supported writing centers are an excellent site for teachers to share ideas about this changing definition. The arrangement, structural, formal, and physical conventions of computer screens are quite different from those of the printed page. These conventions affect the way individuals "see" text and construct meaning from written texts. Computers add several new grammars to what individuals must learn to become literate and affect those making the transition from page to screen text as follows: (1) politically, in the issue of equal opportunity and education; (2) economically, with respect to academic progress and career success; and (3) culturally, as they force individuals to become literate consumers and producers of both page and screen text. Commercial word processing packages with translation aids are now available to help individuals make this transition. However, preliminary research findings suggest that many people will never achieve equal fluency in both grammars. For example, results have shown that individuals read screen text more slowly and less accurately than they do printed text. These findings have strong implications for how teachers view layers of literacy instruction and how they identify and teach effective literacy strategies. (Figures and a bibliography are included.) (JD)

ED 279 807 CE 046 468

Auto Mechanics I. Learning Activity Packets (LAPs). Section A--Orientation and Safety.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
NOTE- 180p.; For related documents, see ED 156 918 and CE 046 469-472.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0010--$12.00; slides and audiotapes--$56.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; *Hand Tools; *Job Skills; Learning Activities; Mechanics (Process); *Occupational Safety and Health; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Vocational Education; *Welding
IDENTIFIERS- Oklahoma

This document contains seven learning activity packets (LAPs) that outline the study activities for the orientation and safety instructional area for an Auto Mechanics I course. The seven LAPs cover the following topics: orientation, safety, hand tools, arc welding, oxyacetylene cutting, oxyacetylene fusion welding, and oxyacetylene braze welding. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 824 CE 046 485

Aviation Maintenance Technology. General. G102 Fundamentals of Aircraft Maintenance. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85
NOTE- 530p.; For related documents, see CE 046 483-488.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1201: in state--$22.00, out of state--$53.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; Blueprints; Classroom Techniques; *Drafting; Job Skills; Learning Activities; Learning Modules; *Maintenance; Postsecondary Education; Skill Development; *Structural Elements (Construction); Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

These instructor materials for an aviation maintenance technology course contain four instructional modules. The modules cover the following topics: identifying basic components of aircraft, performing aircraft cleaning and corrosion control, interpreting blueprints and drawing sketches, identifying structural materials, and performing basic material processes. Each module contains some or all of these nine basic components--a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 852 CE 046 533

Initiatives in Technical and Further Education. Numbers 9 and 10.
National TAFE Clearinghouse, Adelaide (Australia).

PUB DATE- 85
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Access to Education; *Adult Education; Career Development; Career Education; Clearinghouses; Community Colleges; Competency Based Education; Conferences; *Curriculum Development; Educational Media; *Educational Needs; *Educational Research; Equal Opportunities (Jobs); Females; Foreign Countries; Instructional Materials; Labor Market; Multicultural Education; Outcomes of Education; Postsecondary Education; Program Content; Program Descriptions; *Program Development; Program Effectiveness; Program Improvement; *Technical Education; Vocational Education; Youth Employment
IDENTIFIERS- Aboriginal People; *Australia

These issues contain abstracts of research reports, literature reviews, conference proceedings, directories, project reports, and other documents describing work being done in the field of technical and further education in Australia. The issues contain 103 and 147 entries, respectively. Each entry contains the following information: a Technical and Further Education (TAFE) Clearinghouse accession number; the state from which the document originated; a state clearinghouse accession number; author, title and publisher information; a format type; price and availability information; descriptors selected from the "Australian Thesaurus of Educational Terms" and "Glossary of TAFE Terms"; identifiers; and an abstract. Author and subject indexes are also provided. The following are among the subjects covered by the documents abstracted: access courses, adult Aboriginal education, college libraries, community colleges, community education, competency-based teacher education, educational needs, educational objectives, English for special purposes, equal opportunities (jobs), handicrafts, hospitality occupations, labor market, learning resources centers, library instruction, multicultural education, needs assessment, non-English speaking, TAFE, technicians, tertiary orientation program, trade courses, business education, career path follow-up, curriculum development, females, and the Participation and Equity Program. (MN)

ED 279 935 CG 019 744

Chen, William; Lockhart, Judy O.

Does Moderate Level of Alcohol Consumption Produce a Relaxation Effect?

PUB DATE- Sep 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; *Beliefs; College Students; *Coping; *Drinking; Higher Education; *Psychophysiology; *Stress Management
IDENTIFIERS- *Relaxation

Although many individuals use alcohol to cope with stress (their behavior being based on the belief that alcohol can produce a relaxation effect), research has reported conflicting results on the effects of alcohol on tension reduction. A study was conducted to examine the psychophysiological effects of moderate levels of alcohol consumption under a resting state. College students (N=18) were randomly assigned to either an alcohol group or a control group. Baseline measurements of muscle tension, blood pressure, heart rate, respiratory rate, and state anxiety were taken on all subjects before treatment. Subjects in the alcohol group consumed sufficient quantities of beer or wine to achieve a blood alcohol level of .05%. The control subjects received no specific treatment but had the opportunity to read health-related magazines while waiting to be tested again. Following their respective treatments, all subjects were retested. An analysis of covariance was used to examine the differences of criterion measures between groups (pretest measures were used as covariates). The results of the analyses indicated that there were no significant differences in criterion measures between groups. These findings fail to support the belief that alcohol is effective in producing a relaxation effect. (Author/NB)

ED 279 949 CG 019 758

Enos, Richard; Chng, Chwee Lye
Perceived Impact of Distribution of a Self-Care Book on Members of an HMO in Texas.
PUB DATE- Sep 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Health Education; Health Materials; Nurses; Participant Satisfaction; *Patient Education; Physicians; *Preventive Medicine; *Resource Materials; Use Studies
IDENTIFIERS- Cost Containment; *Health Maintenance Organizations; *Self Care

Research has shown that medical self-care holds promise in not only improving health, but also in potentially reducing the cost of medical care. A study was conducted to evaluate the perceived impact of the distribution of a self-care book on members of a Health Maintenance Organization (HMO) in the Dallas-Fort Worth, Texas, area. Data were obtained from 15 physicians, 16 nurses, and 118 members of the HMO. Physicians and nurses received copies of the self-care book and were interviewed. HMO members received copies of the book and, 3 months later, completed survey questionnaires. The results revealed that most of the HMO members, physicians, and nurses in the study perceived the book as a useful adjunct to medical services. Data concerning its usefulness in decreasing rates of utilization of medical services, however, were inconclusive. There appeared to be some data supporting the contention that health promotion, in the form of the distribution and utilization of the self-care book, can perhaps reduce the use of services and increase the use of less costly preventive care as opposed to inpatient and outpatient services. More research is needed to precisely determine the economic benefits of using the self-care book. (Author/NB)

ED 279 963 CG 019 772

TEAM.
CBS, Inc., New York, NY.; Government Employees Insurance Co., Washington, DC.; International Association of Auditorium Managers, Chicago, IL.; National Automobile Dealers Association, McLean, VA.; National Basketball Association, New York, NY.; National Highway Traffic Safety Administration (DOT), Washington, D. C.
PUB DATE- 15 Oct 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Non-Print Media (100)
DESCRIPTORS- *Alcohol Education; Alcoholism; *Community Involvement; *Drinking; Facilities; Programing (Broadcast); *Public Service; *Television
IDENTIFIERS- *Drinking Drivers

This document presents materials covering the television campaign against drunk driving called "TEAM" (Techniques for Effective Alcohol Management). It is noted that TEAM's purpose is to promote effective alcohol management in public facilities and other establishments that serve alcoholic beverages. TEAM sponsors are listed, including the National Basketball Association, the International Association of Auditorium Managers, the National Automobile Dealers Association, the Government Employees Insurance Company, Columbia Broadcasting System, and the National Highway Traffic Safety Administration. TEAM's four campaign slogans are included in the document with their intended message points and approach. These anti-drinking and driving slogans are shown to make connections between basketball and the anti-drunk driving message (i.e., take away the keys, it's the biggest assist you can make). Scripts from the campaign are included. An extensive 30-page section of the document is a kit for public facility managers on effective alcohol management techniques. Background information, practical advice, an in-house procedures checklist, discussion of public information programs to reduce drinking and driving, and a relevant source materials list are provided. (ABL)

ED 279 991 CG 019 800

Herbert, Deborah
Career Guidance, Families and School Counselors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adolescents; Career Development; *Career Guidance; Children; Counselor Role; Decision Making; Elementary Secondary Education; *Family Influence; *Family School Relationship; Parent Influence; *School Counselors
IDENTIFIERS- ERIC Digests

The need for a collaborative effort between school and family in the area of career guidance is considered in this digest. Issues relevant to this effort are discussed, including family determinants of children's career development, stages of children's career development, counselor guidelines for starting parent programs, and counselor interventions to utilize family influence. Thirteen resource documents are listed. (NB)

ED 280 064 CS 210 379

Harris, Cynthia S.

A Summary of the Language Arts Achievement of Students in a Phase-Elective Mini-Course System as Compared to the Language Arts Achievement of Students in a Traditional Program.

PUB DATE- Nov 86

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Conventional Instruction; Curriculum Research; Elective Courses; *English Curriculum; *English Instruction; Expressive Language; High Schools; Instructional Program Divisions; Minicourses; Nontraditional Education; *Outcomes of Education; Program Evaluation; *Reading Achievement; Reading Comprehension; Reading Skills; *Sex Differences; Writing Skills

IDENTIFIERS- *Writing Achievement

By comparing high school students' total English scores on the California Achievement Test (CAT) and observing differences in performance based on grade level and gender, a recent study investigated whether significant differences exist between the achievement of students taught in an English phase-elective mini-course system and the achievement of students taught in a traditional English program. Scores were examined for 162 seniors taught for four years under the traditional English program (Group A), and 146 seniors taught for four years under the phase-elective mini-course system (Group B). (Enrollments for the two groups had fallen from the original figures of 276 for grade nine traditional students and 258 for grade nine phase-elective students.) Results indicated that students in Group B achieved significantly higher mean scores on the CAT than students in Group A in all areas except language mechanics. Scores were also examined for participants at each grade level. Findings concerning gender and grade level revealed significant differences between the two groups in three areas: language expression, reading comprehension, and total English scores. The following major results were found: (1) Group B females in grade 9 had significantly higher mean scores than Group A males and females in all three areas; (2) Group B females in grade 10 had significantly higher mean scores than Group A males in all three areas; (3) findings from grade 10 were repeated in the eleventh grade; and (4) females from both groups achieved significantly higher mean scores in language expression than Group B males. (JD)

ED 280 078 CS 210 394

Harris, Joseph
Egocentrism and Difference.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Cognitive Processes; *Epistemology; Higher Education; Learning Strategies; Problem Solving; Reader Response; Reader Text Relationship; *Student Writing Models; Theories; *Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- Academic Community; Audience Awareness; Discourse; Voice (Rhetoric)

The cognitivist view of composition suggests that if students are supplied with a set of writing strategies, they will learn to think in more complex and powerful ways, observing their own ideas and writing from another person's viewpoint. On the other hand, some social critics argue that composition teachers need to help their students enter into a new sort of discourse--one that "invents the university...to try on the peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing that define the discourse of our community" (Bartholomae). In her book, "Problem-Solving Strategies for Writing," Linda Flower offers two examples of student writing--the first one termed egocentric and writer-based and the other firm and authoritative. The second example, advanced as better from a reader or professor's viewpoint, in fact shows the writer being socialized and appropriated by the academy. Flower's use of the word "egocentric" for the first example is dismissive, implying that the writer has failed to master the rudiments of ordinary adult discourse, when the real problem is how to enter into a discourse whose constraints and phrasings are unfamiliar to her. Flower's reader-based prose is really another name for a privileged form of discourse: hierarchical in structure, organized around concepts rather than events, and whose transitions and conclusions are made strongly explicit. What is needed instead is a way of talking about writing that does not turn into yet another language of exclusion but rather allows students to connect their discourses to others'. (NKA)

ED 280 104 CS 505 551

Vangelisti, Anita L.
Validity Testing: A Systematic Examination of Social Consensus and Intersubjectivity in Qualitative Observation.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; Group Discussion; Group Dynamics; Higher Education; Interaction Process Analysis; *Observation; *Qualitative Research; Research Methodology

Communication scholars have addressed a number of theoretical issues concerning the basis of knowledge and reality. They have not, however, accompanied their theories with parallel empirical studies. Given the important implications such work might have for the interpretation and generalizability of observer accounts, two studies were conducted during a weekend workshop on qualitative research methods. The first study examined similarities and differences in four groups' accounts of an event to which all were uniformly exposed. Comparisons were made between group descriptions to determine the degree to which groups of individual accounts agree. The second study involved nine intensive interviews with the members of one of the four groups, who were asked to provide descriptions of an event experienced by all. Data were compared between individual group members. Results of the studies indicated in general that the group accounts were consistent within each group, but that individual accounts varied in both focus and specificity. (FL)

ED 280 118 CS 505 576

Kitao, Kenji

Differences between Politeness Strategies Used in Requests by Americans and Japanese.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Cultural Differences; Foreign Countries; Interaction; *Intercultural Communication; *Interpersonal Communication; Interpersonal Competence; Language Role; Language Styles; *Language Usage; Social Status; *Speech Acts
IDENTIFIERS- *Communication Strategies; Communication Styles; Japan; *Politeness; United States

In Japan, absolute social status and power relationships among people are clearer than in the United States. The Japanese language supports this social system with the use of a special polite language ("keigo"), structural use of which is the same as polite language in English. The differences lie in the degrees of familiarity used and in the complexity of the relationship between speakers, as well as in interpretations of the relationship. For example, in a request, if the listener is superior to the speaker, the Japanese tend to acknowledge that superiority more, using more negative politeness (the kind that minimizes imposition) than do Americans. In English, inviting others into a group by use of informal language is polite, whereas in Japanese keeping others outside the group is the polite form of behavior. Thus, Americans tend to use more positive politeness (the kind that satisfies the speaker's need for approval) than Japanese do, and Japanese usually use negative politeness to those outside the group. When researchers surveyed native speakers of American English and nonnative English as a Second Language (ESL) learners on their perceptions of degrees of politeness, results indicated that mood contributes most to the politeness hierarchy, in this order: interrogative- most polite, declarative--next most polite, and imperative--least polite. (A set of 14 hypotheses to test politeness strategies in English is included and offered for testing.) (NKA)

ED 279 793 CE 046 376

Blumenthal, Kent J., Ed.
The Ultimate--To Serve II. A National Initiative on Interagency
Cooperation.
**National Joint Continuing Steering Committee on Community Education.;
National Recreation and Park Association, Arlington, Va.**
PUB DATE- 80
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Agency Cooperation; Case Studies;
*Community Education; *Coordination; Guides; Models; Postsecondary
Education; *Program Development

This handbook is intended to help adult education, community and junior colleges, community education, and park and recreation agencies develop effective interagency cooperative programs to provide more and better services at all levels. It includes the national joint position statement of the National Joint Continuing Steering Committee (NJCSC) and descriptions of national associations. The Perspectives section contains articles on the NJCSC, community education, and interagency cooperation. The lead article, "NJCSC: The Past and the Future," portrays the history of the national joint committee. Six other papers give candid and thoughtful insights as to the committee's accomplishments, successes and failures, and the outlook for the future. A state information survey report gives an assessment of the current status of state-level interagency cooperation. The case studies section of the handbook is divided into three parts. The first part documents case studies identified by emphasis--the discipline of the principal facilitator of the respective local or state-level project. The second part relates to state-level governmental agencies involved in some aspect of a cooperative-coordinated action program. The third part includes a potpourri of exemplary models of cooperative projects, entitled "Briefs." Appendixes include a roster of NJCSC staff and representatives and a bibliography. (YLB)

ED 279 866 CE 046 584

Rockwell, S. Kay; Tate, Thomas G.
Interactive Videodisc in Extension: Strategies for Assessing the Technology's Application. NCES Videodisc Report No. 11.
Nebraska Univ., Lincoln. Cooperative Extension Service.
PUB DATE- Oct 86

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Evaluation Criteria; *Evaluation Methods; *Extension Education; *Instructional Material Evaluation; *Interactive Video; Postsecondary Education; *Videodisks

This guide is intended to assist cooperative extension personnel in developing, using, and evaluating interactive videodisk programs designed for adult learning situations. The first part of the guide discusses the benefits of interactive video as an instructional medium and describes a pilot project funded by the Extension Service and U.S. Department of Agriculture entitled "Cash Flow Planning for Farmers." Procedures for evaluating the pilot project and replicating it at county sites are outlined along with the feedback obtained from the farmers who tested the program concerning what they liked or would have liked to see included in the program. The second part of the guide, which deals with evaluating interactive videodisks in cooperative extension, includes general evaluation guidelines, procedures for conducting a process evaluation throughout the planning and production stages (questions for the planning and production stages and questions related to check discs), and techniques for assessing the utilization of interactive videodisk in cooperative extension (short- and long-term needs). The final section, which covers the implications of interactive videodisk for research in adult education, discusses research on and research with videodisks. The guide is a combination of two papers, "Utilization of Interactive Videodisc for Informal Adult Education" (originally presented at the October 1986 meeting of the American Association for Adult and Continuing Education) and "Interactive Videodisc in Extension: Strategies for Assessing the Technology's Application" (originally presented at the American Evaluation Association's October 1986 meeting.) (MN)

ED 279 894 CE 046 651

U.S. Competitiveness in the World Wheat Market. Proceedings of a Research Conference (Washington, D.C., June 17-18, 1986).

Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Competition; *Economics; *Exports; Foreign Countries; Foreign Policy; *Grains (Food); International Relations; *International Trade; Marketing; Policy
IDENTIFIERS- Africa (North); Argentina; Australia; Brazil; Canada; China; France; Imports; Mexico; Supply and Demand; USSR; *Wheat

These proceedings contain presentations and summaries of papers presented at a Wheat Competitiveness Conference. They begin with two presentations--"The Wheat Prototype Study within an Overall Conceptual Framework of Competitiveness" (James Langley) and "U.S. Competitiveness in the World Wheat Market: A Prototype Study" (Jerry Sharples). The 23 summaries of contributing reports are divided into four groups. Papers in the section on aggregate analysis of export supply and demand in world wheat markets are "Patterns and Trends in World Wheat Competitiveness" (Mathew Shane), "Measuring Economic Competitiveness in Trade" (Peter Perkins), "Revealed Competitive Advantage for Wheat" (Thomas Vollrath), and "Potential Growth in the World Wheat Market: The Impact of Factors Underlying Demand" (Mervin Yetley). The section on major factors affecting supply, demand, and trade on world wheat markets contains "Forces That Could Expand U.S. Wheat Exports: Estimates from a World Wheat Trade Model" (Jerry Sharples, Praveen Dixit), "Shortrun Impact of U.S. Macroeconomic Policy on the U.S. Wheat Market" (Mark Denbaly), "The Value of the Dollar and Competitiveness of U.S. Wheat Exports" (Stephen Haley, Barry Krissoff), "Protection and Liberalization in World Wheat Markets" (Nicole Ballenger, Cathy Jabara), "International Transportation and the Competitiveness of U.S. Wheat Exports" (Kay McLennan), "Enhancing the International Competitiveness of U.S. Wheat through Agricultural Research" (Ira Branson, Yao-chi Lu), "The Green Revolution for Wheat in Developing Countries" (Gary Vocke), and "Variability in Wheat Land Values of Major Exporting Countries" (John Sutton). In the section on wheat export markets and factors affecting supply, demand, and trade are "Summary of Export Markets" (John Sutton, Ron Trostle) and these summaries: "The U.S. Wheat Market" (William Lin, Robert McElroy), "The Canadian Wheat Market" (Pat Weisgerber, et al.), "The Australian Wheat Market" (Paul Johnston), "The French Wheat Market" (Mark Newman), and "The Argentine Wheat Market" (Jorge Hazera). In the section on wheat import markets and factors affecting supply, demand, and trade are "Summary of Import Markets" (James Langley, Gene Mathia) and these summaries: "The Mexican Wheat Market" (Myles Mielke), "The Brazilian Wheat Market" (Edward Allen), "The Conduct of Wheat Marketing in North Africa" (George Gardner, David Skully), "The Dynamics of China's Wheat Trade" (Frederic Surls), "The Soviet Wheat Market" (Emily Moore), and "The East European Wheat Market" (Robert Cummings). Other contents include a conference summary and comments by review panels of trade and university economists. (YLB)

ED 279 920 CG 019 728

Athanasou, James A.
A Paradoxical Intention: A Brief Description of a Cognitive Behaviour Therapy Approach and Its Potential for Counselling.
New South Wales Dept. of Industrial Relations, Darlinghurst (Australia).
REPORT NO.- ISBN-0-7240-8304-9
PUB DATE- Aug 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attitude Change; Behavior Modification; *Career Counseling; Cognitive Restructuring; *Counseling Techniques; Foreign Countries; Paradox; Psychotherapy; *Stress Management; *Unemployment
IDENTIFIERS- Australia; *Logotherapy; *Paradoxical Techniques

Techniques of cognitive behavior modification such as cognitive restructuring have recently been employed in behavior therapy. Other procedures which fall within the approach of cognitive behavior therapy are techniques such as paradoxical intention which are subsumed under the title of logotherapy. Logotherapy refers to a form of psychotherapy or counseling which operates through developing a meaningful life. There is an emphasis on synthesizing psychodynamic approaches, existentialist views, and a broad learning theory or cognitive behavior modification perspective. In response to unemployment, individuals may react with wrong passivity, wrong activity, right passivity, or right activity. In cases where an active response to unemployment is limited, logotherapeutic techniques such as paradoxical intention may be used to stimulate the right passive approach to the problems of unemployment. Paradoxical intention asks clients to experience the anxiety of their unemployment and to exaggerate the tensions associated with unemployment in an attempt to assist clients in developing changes in their attitudes and reactions to stress. This approach may prove useful in addressing career guidance problems in vocational services. (NB)

ED 280 091 CS 505 526

Hugenberg, Lawrence W.; O'Neill, Daniel J.

Identifying Critical Issue Speech Topics Utilizing the Nominal Group Technique.

PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Critical Thinking; *Current Events; Group Discussion; Higher Education; Persuasive Discourse; *Public Speaking; Rhetorical Invention; *Speech Communication; *Speech Curriculum; *Teaching Methods; World Problems
IDENTIFIERS- Nominal Group Technique; *Topic Selection

To illustrate the incorporation of liberal arts values into the speech communication curriculum, this paper presents a rationale for creating a public speaking course that emphasizes the analysis of current critical issues. The paper argues that by requiring students to speak on important issues, rather than on personal topics, they will need to research historic and contemporary perspectives on their topic. It also contends that students will be more likely to use the methods for speech preparation as they have been taught by their teachers and textbooks. Further, the paper asserts that students will benefit from the opportunity to delve deeply into one particular topic and give each assigned speech on that same topic, while pointing out that by assigning critical topics, teachers will be able to grade both the content and delivery of student speeches. The paper then describes a nominal group process exercise for determining issues that students perceive to be of current importance, and provides a sample list of those issues. Finally, the paper discusses the use of the nominal grouping technique in other types of speech courses, such as business and professional speaking. (SRT)

ED 280 158 EA 019 267

Kanige, Jeffrey; Rittenbusch, Peg
Press and Community Relations. School Board Library Series, Volume 4.
New Jersey School Boards Association, Trenton.
REPORT NO.- ISBN-0-912337-07-9
PUB DATE- 86

NOTE- 65p.
AVAILABLE FROM- Publication Sales, Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909 ($9.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; Community Involvement; *Community Programs; *Community Relations; Elementary Secondary Education; Family School Relationship; *Information Dissemination; News Media; Older Adults; Parent School Relationship; Public Relations; School Budget Elections; School Business Relationship; *School Community Relationship; School Involvement
IDENTIFIERS- New Jersey School Boards Association

In response to the public's demand for information, school boards are advised to develop a properly managed and executed public information and community relations program. Goals of such a public relations (PR) program are outlined as: honesty in the dissemination of information, an organization oriented toward community involvement, and procedures for feedback. The first of five chapters, "Internal Communications: PR Begins at Home," focuses on the school district staff and students as the most effective communications vehicle available to the school board communicator. Chapter 2, "Communicating with the Community," recommends visualizing the community in its components instead of as a nameless whole in order to communicate most effectively. Components include parents, senior citizens, business and industry, and opinion leaders. The third chapter, "The Media: Monsters or Marshmallows?" examines the relationship between administrator and reporter, and gives techniques and procedures to facilitate the relationship. Chapter 4, "Crisis Communications," emphasizes the need to create a master plan to handle crisis situations before they occur. The fifth chapter, "Bond and Budget Referanda," focuses on elements essential to a successful bond and budget campaign. Included are tipsheets on a variety of public relations topics, a public relations checklist, a school communications inventory, and six references. (WTH)

ED 280 170 EA 019 280

Implementing Education Reform. A Report to the Texas Legislature from the State Board of Education and the Texas Education Agency, 1984-1986.
Texas Education Agency, Austin.; Texas State Board of Education, Austin.
REPORT NO.- TEA-GE7-741-01
PUB DATE- Jan 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Community Involvement; Curriculum; Educational Finance; Educational Innovation; Elementary Secondary Education; Minimum Competencies; Organizational Communication; Parent Participation; Performance; *State Boards of Education; State Departments of Education; *State Legislation; *State School District Relationship; Statewide Planning; Teachers
IDENTIFIERS- *House Bill 72 (Texas 1984); *Texas

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. To this end, Texas has implemented sweeping reforms of the state's public education system in the form of House Bill (HB) 72. This legislation essentially revamped every aspect of public education. This report gives a summary of HB 72, an overview of the activities of the State Board of Education and its committees, and a presentation of some of the most significant reforms as they relate to long-range goals and objectives. Goal 1 focuses on performance standards that students will be expected to meet. Goal 2 emphasizes a well-balanced curriculum allowing students to realize their learning potential. Goal 3 examines teachers and teaching, stressing competence and recruitment of qualified teachers. Goal 4 focuses on organization and management, stating that all levels of the educational system will be productive, efficient, and accountable. Goal 5 looks at the financing of public education. Goal 6 emphasizes parental and community involvement in the improvement of schools. Goal 7 investigates innovation, stressing the continual improvement of instructional programs. Goal 8 discusses consistent, timely, and effective communications among public education interests. Concluding the report are three appendices, offering a chronology of education reform, program and operating budget figures, and contact information. (WTH)

ED 279 840 CE 046 510

Steward, Jim; Jobes, Raleigh
Farm & Ranch Business Management. Second Edition.
John Deere Co., Moline, Ill.
REPORT NO.- ISBN-0-86691-088-3
PUB DATE- 87
NOTE- 285p.
AVAILABLE FROM- John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 ($16.45; 10 or more, $13.15).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Farmer Education; *Agribusiness; Agricultural Education; Budgets; *Business Administration; Case Studies; Computers; *Decision Making; Farm Accounts; *Farmers; *Farm Management; Guides; Investment; Laws; Marketing; Money Management; Organization; Recordkeeping; Taxes
IDENTIFIERS- *Ranching

This practical guide for the agribusiness manager (the farmer, rancher, and other agribusiness people who work with agricultural commodities, supplies, and services) gives a basic understanding of modern management practices. It provides guidelines that can help them make practical business decisions. Chapter 1 is an introduction that highlights farm management efficiency, decision making, and goals and objectives. The following 11 chapters discuss recordkeeping (importance and purposes of keeping records, types of systems, record book components), financial analysis (cash flow, net worth, income statements and their ratios; whole farm and enterprise analysis; relationships of various analyses), budget analysis (introduction to types and uses of budgets, how to use and analyze a partial budget, enterprise budget and whole farm budget, production principles, cost components), cash flow analysis (projections and analysis, repayment capacity, credit needs, credit types and sources), marketing (principles of supply and demand, marketing functions, strategies), investment analysis (time value of money, methods of investment analysis, investment financing, risk management, assets), taxes (particularly income tax management), business organizations (advantages and disadvantages of sole proprietorships, partnerships, corporations, cooperatives as organizations for doing business), agricultural law (legal rights of farmers and ranchers and pertinent laws), computers (use in farm and ranch decision making), and whole farm case study (analysis of a farm situation). Appendixes include a glossary, bibliography, and index. (YLB)

ED 279 907 CE 046 703

Fellenz, Robert A.; Conti, Gary J.
Putting Variety into the ESL Classroom. From Theory to Practice.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Classroom Techniques; *Educational Games; *English (Second Language); *Learning Activities; *Second Language Instruction; Teaching Methods

Activity and involvement are the keys to effective learning in the English as a second language (ESL) classroom. The fragile self-concepts of many adults, however, make them hesitate to plunge into the practice of their newly developed language skills. The answer may lie in simple games and role-playing activities that are useful in establishing an environment in which practice can be fun and mistakes can be made to seem less important. The five learning activities described here are intended to assist ESL teachers in injecting variety into their classrooms while helping their adult students practice their language skills. The first activity entails having students spot errors in sentences written on slips of paper. The second activity is a game intended to help students practice expressions of agreement and disagreement. In the third activity, students practice familiar vocabulary and indefinite articles by completing the sentence "I'm going to New York and I'm taking a(n)...." The fourth activity entails having students run through a mock meal and thereby practice vocabulary associated with dining. Students are given the opportunity to use number names and discriminate between them in the fifth activity, which is a number-guessing game. (MN)

ED 279 978 CG 019 787

Stringer, Sharon A.; Thompson, Karin E.
Knowledge of Child Development Norms, Childrearing Attitudes, and Perceptions of Locus of Control.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Rearing; College Students; *Discipline; Family Problems; Higher Education; Knowledge Level; *Locus of Control; *Parent Child Relationship; Parent Education; Sex Differences; *Student Attitudes

Conflicting results have been obtained from studies examining childrearing attitudes, knowledge of child development norms, or perceptions of locus of control, and how these variables relate to parental discipline practices and to parent-child relationships. One way to clarify these inconsistent findings in the literature would be to examine the relationship between individuals' childrearing attitudes, perceptions of locus of control, and knowledge of child development milestones in the same study. This relationship was examined in a middle class sample of 29 male and 105 female college students. After written informed consents were obtained, subjects completed a demographic data form, the Parental Attitude Research Instrument (PARI), Levenson's Locus of Control Scale, and a questionnaire assessing Knowledge of Child Development Norms. Pearson product moment correlational analyses revealed that perceptions of internal locus of control were significantly related to the PARI subscale Comradeship/Sharing for females and that perceptions of chance control were significantly related to the PARI subscale Avoidance of Communication for females and for males. The results of the present study carry important implications for parent education programs. (Author/NB)

ED 280 007 CS 008 735

Kapinus, Barbara A.; And Others
The Effects of Practice in Retelling upon the Reading Comprehension of Proficient and Less Proficient Readers.

PUB DATE- Dec 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Grade 4; Intermediate Grades; *Reader Response; *Reader Text Relationship; *Reading Comprehension; Reading Processes; Reading Research; Recall (Psychology)
IDENTIFIERS- Comprehension Monitoring; *Story Retelling

A study examined the retelling performance of the novice compared with that of the expert and the effect of retelling practice on comprehension for both proficient and less proficient readers. Thirty-six fourth graders (20 proficient and 16 less proficient readers) were randomly assigned to one of four story sessions. Across the four sessions all subjects read four stories (proficient readers read fourth-grade-level stories, while less proficient readers read second-grade-level stories) and practiced retelling them into a tape recorder. At the conclusion of sessions one and four, subjects responded to eight comprehension questions--four text-explicit and four text-implicit--about the story they had read (questions were not used during sessions two and three so that the emphasis was solely upon retelling). After the fourth session subjects also answered an attitude and strategy awareness questionnaire. The four practice sessions resulted in improved reading comprehension performance for both proficient and less proficient readers. This supports the hypothesis that by engaging in verbal rehearsal of silently read discourse, the reader learns something about the organization and retention of text information. (Tables of data and references are appended.) (AEW)

ED 280 021 CS 210 306

Bull, Geoff; Gollasch, Fred, Ed.
Talking Your Way into Meaning: Developing Specific Writing Abilities through Talk. Reading Around Series No. 4.
Australian Reading Association, Adelaide.
REPORT NO.- ISBN-0912-1710
PUB DATE- Nov 86
NOTE- 6p.
AVAILABLE FROM- Australian Reading Association, PO Box 78, Carlton South 3053, Victoria, Australia ($0.50 per copy, plus postage, Australian currency; 33.33% reduction on orders of 50 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Language Processing; Learning Processes; Reading Processes; *Reading Writing Relationship; Student Participation; Teacher Student Relationship; Teaching Methods; *Verbal Communication; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Talk Write Method

Focusing on talk as the vehicle through which the reading and writing processes can become more interactive and can more closely approach the processes of learning, the lessons presented in this booklet provide examples of how teachers can construct learning strategies to help children "talk their way into meaning" against a framework of the writing process. These strategies let the teacher concentrate on helping children develop specific writing abilities while allowing them to retain control of their own writing. Each lesson includes focus, classroom setting, method, outcomes, relevance to language learning, and modifications after trialling. Lessons cover the following areas: (1) writing style, (2) choosing a topic, (3) cohesion, (4) sense of story, (5) revising, and (6) narration. In each case, the lessons aim to help children learn how to learn through the use of talk in the writing process. (JD)

ED 280 050 CS 210 361

English 33 Achievement Test. Summary Report.

Alberta Dept. of Education, Edmonton.

PUB DATE- Nov 82
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; High Schools; Multiple Choice Tests; Reader Response; *Reading Achievement; Reading Comprehension; *Reading Skills; Reading Tests; Scores; *Scoring; Student Evaluation; Test Items; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

The provincial results of the English 33 Achievement Test administered June 8, 1982, as part of the Student Achievement Testing Program of Alberta Education are presented in this report. Following a list of the requirements of Part A (written expression), the first section describes the categories used to assess total expression and the scoring measures employed to evaluate four aspects of writing: thought and detail, organization, matters of choice, and matters of convention (grammar and format). A summary of the distribution for each assessment indicates that most papers were considered "limited" in both total expression and aspect categories. The second section describes the subsections of Part B (reading--multiple choice): (1) meanings; (2) techniques, structures, and forms; and (3) presentation of character. It also includes a sample reading passage and test items. The average scores for each subsection and for the whole of Part B are presented, indicating that students performed an average of 44% overall. A list of distribution sites and an address to which teachers may write for further information and additional copies of the exam are included. (JD)

ED 280 145 EA 019 250

Bozeman, William C.; And Others
Drug Testing in Schools: Implications for Policy.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Mar 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; Civil Liberties; *Drug Abuse; Elementary Secondary Education; Legal Responsibility; *Policy Formation; Search and Seizure; *Testing Problems; Test Use
IDENTIFIERS- *Drug Testing
Public concern about substance abuse, fueled by political and media attention, is causing school administrators to consider a variety of approaches beyond traditional drug education. No procedures, methods, or rules regarding drug testing should be established in the absence of clear school board policy, and no policy decisions should be made before the ethical, legal, practical, and financial issues are carefully considered. Among the legal considerations are the constitutional rights of students and employees, particularly the right to freedom from unreasonable search and seizure and to due process and equal protection of the law. Practical issues include the significant number of safeguards required to ensure the accuracy and reliability of drug testing and related record keeping. Although there are several kinds of tests available, the most commonly preferred method is also the most expensive and complex. None of the available tests serves as more than an indicator of possible substance abuse, and no single test covers all possible situations, conditions, or materials. When considering adoption of drug screening policy, school board members should consider whether the procedures will protect personal rights, what use will be made of test results, and whether the resulting benefit is worth the costs and the risk of litigation. (PGD)

ED 279 808 CE 046 469

Auto Mechanics I. Learning Activity Packets (LAPs). Section B--Measuring.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
NOTE- 58p.; For related documents, see ED 156 918 and CE 046 468-472.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0011--$5.00; slides and audiotapes--$34.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; *Instrumentation; *Job Skills; Learning Activities; *Measurement; *Measurement Equipment; *Measurement Techniques; Mechanics (Process); Motor Vehicles; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- *Micrometers; Oklahoma

This document contains three learning activity packets (LAPs) that outline the study activities for the instructional area of measuring for an Auto Mechanics I course. The three LAPs cover the following topics: rules, the outside micrometer, and the inside micrometer. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 825 CE 046 486

Aviation Maintenance Technology. General. G103 Fundamentals of Regulations, Publications, and Records. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85
NOTE- 202p.; For related documents, see CE 046 483-488.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1202: in state--$9.00, out of state--$23.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; Classroom Techniques; Federal Regulation; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Publications; *Recordkeeping; Skill Development; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

These instructor materials for an aviation maintenance technology course contain three instructional modules. The modules cover the following topics: selecting and using regulations, publications, and records; documenting aircraft records; and exercising mechanic's privileges and limitations. Each module contains some or all of these nine basic components--a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 853 CE 046 534

Initiatives in Technical and Further Education. Numbers 11 and 12.
National TAFE Clearinghouse, Adelaide (Australia).
PUB DATE- 86
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Achievement; Access to Education; *Adult Education; Apprenticeships; Career Development; Clearinghouses; Colleges; Competency Based Education; Conferences; *Curriculum Development; Dropout Research; Educationally Disadvantaged; Educational Media; *Educational Needs; *Educational Research; Equal Education; Foreign Countries; Instructional Materials; Job Training; Labor Market; Outcomes of Education; Postsecondary Education; Prevocational Education; Program Content; Program Descriptions; *Program Development; Program Effectiveness; Program Improvement; *Technical Education; Trade and Industrial Education; Transitional Programs; Vocational Education
IDENTIFIERS- Aboriginal People; *Australia

These issues contain abstracts of research reports, literature reviews, conference proceedings, directories, project reports, and other documents describing work being done in the field of technical and further education in Australia. The issues contain 127 and 172 entries, respectively. Each entry contains the following information: a Technical and Further Education (TAFE) Clearinghouse accession number; the state from which the document originated; a state clearinghouse accession number; author, title, and publisher information; a format type; price and availability information; descriptors selected from the "Australian Thesaurus of Educational Terms" and "Glossary of TAFE Terms"; identifiers; and an abstract. Author and subject indexes are also provided. The following are among the subjects covered by the documents abstracted in the booklets: academic achievement, Aboriginal education, apprenticeships, business education, clerical occupations, communication skills, computers, computer science education, construction industry, course descriptions, course evaluation, curriculum development, daily living skills, dropout research, educational technology, educationally disadvantaged, employer attitudes, English (second language); equal education, fitting and machining, grievance procedures, job skills, motor vehicles, occupational safety and health, the Participation and Equity Program, prevocational education, questionnaires, TAFE, ~~trade courses, and~~ transition programs. (MN)

ED 279 881 CE 046 614

Integrated Computing. Vocational Education Curriculum Guide. Business Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
PUB DATE- Jan 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Competency Based Education; *Computer Literacy; *Computers; Computer Software; Curriculum Guides; Database Management Systems; Databases; *Data Processing Occupations; Job Skills; *Keyboarding (Data Entry); *Office Occupations Education; Standards; *Word Processing

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the area of integrated computing. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into 15 learning outcomes. Each learning outcome is divided into one to three associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include keyboarding techniques on the computer keyboard, computer literacy, the concept of integrated software, use of specialized and integrated software, word processing, proofreading, spreadsheets, file and database management, telecommunications and electronic mail, accounting applications, and database creation. (YLB)

ED 279 936 CG 019 745

Brody, Michael; And Others
Separation: High School to College.
PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (42nd, Washington, DC, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; College Freshmen; Counseling Services; Emotional Response; High Schools; *High School Seniors; *Parent Child Relationship; *Parents; Parent Student Relationship; *Separation Anxiety; *Transitional Programs

The transition from high school senior to college freshman reflects the emergence of the adolescent into the young adult and can result in separation anxiety for parent and senior. In order to support the parents and seniors, a seminar on the topic of separation was given to parents and seniors by a child psychiatrist and two high school college advisors. The objective of the seminar was for both groups to become aware of the nature and significance of the upcoming change in their lives. Preparation for the separation process was facilitated by sharing universal concerns and practical advice, and by expressing feelings of loss. The seminar began with an introductory lecture by the psychiatrist focusing on stages of separation through the life cycle such as weaning, the possession of transitional objects, day care, nursery school, sleepovers, summer camp, and the multiple separations of adolescence. After the psychiatrist's presentation, parents and seniors were separated into their respective groups. Open-ended questions such as "What is the most exciting thing about (you, your child) going to college next year?" were discussed by both groups. Responses were discussed, recorded, and brought back to the entire group, promoting interaction, ventilation, and a new awareness of this difficult phase of individuation. Because the workshop actively helped the transition processes and allayed much anxiety about separation, it has received a wide audience. (Advice for parents and seniors on coping with the first year of college is included.) (Author/ABL)

ED 279 950 CG 019 759

Starn, Jane Ryburn; Paperny, David M.

Computer-Assisted Instruction to Avert Teen Pregnancy.

PUB DATE- Sep 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Computer Assisted Instruction; Contraception; Decision Making; Early Parenthood; *Family Life Education; High Schools; High School Students; *Pregnancy; *Prevention; *Sex Education; Student Attitudes

Teenage pregnancy has become a major public health problem in the United States. A study was conducted to assess an intervention based upon computer-assisted instruction (CAI) to avert teenage pregnancy. Social learning and decision theory were applied to mediate the adolescent environment through CAI so that adolescent development would be enhanced, fostering mature decision making. A non-random comparative design was implemented in five high schools on the island of Oahu. High school students (N=718) served as either control subjects or as experimental subjects who played one of two computer games, either Baby Game or Romance. Experimental subjects rated the games favorably. Compared to controls, significantly more of the Baby Game players could identify the time required for child care, and the costs for childbirth, care for the first year of life, and raising a child to age 18. Compared to controls, significantly more of the Romance players reported they would ask a health professional for birth control advice, find it easy to get and use birth control, and identify effective and noneffective methods of birth control. Informal follow-up interviews revealed that pregnancy rates were lower in two settings where the games had been implemented for over one year. These preliminary findings suggest that CAI may be a viable intervention to avert teenage pregnancy. Further research is being planned. (NB)

ED 279 964 CG 019 773

Gray, John W.; Pfeiffer, Angela Laird
Skills for Leaders.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
REPORT NO.- ISBN-0-88210-195-1
PUB DATE- 87
NOTE- 86p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Communication Skills; *Group Dynamics; *Leadership Qualities; *Leadership Training; Secondary Education; Secondary School Students; *Self Concept; *Skill Development; Student Leadership

This book was written for students who wish to enhance their leadership potential and skills. Chapter 1, The Challenge of Leadership, defines leadership and looks at the myths, challenges, costs, and rewards of leadership. Chapter 2, Understanding Communication, examines communication as a process, exposes myths about communication, discusses ways to develop communication skills, and considers communication as relationship. Chapter 3, Understanding Followers, discusses why people join groups, group purposes and behavior, relational needs, and advantages and disadvantages of groups. Chapter 4, Understanding Yourself as a Leader, defines self-concept; looks at the self-fulfilling prophecy, self-reflection, leadership style, and ethics; and suggests ways to learn what others think, strike a balance, improve self-concept, work to change and learn to accept, and understand oneself as a leader. The impact of goals on self-concept is also considered. Chapter 5, Communication Skills for Leaders, discusses goal setting, time management, assertiveness, listening, nonverbal communication, working with groups, motivating, managing conflict, speaking in public, and using parliamentary procedure. The appendix includes various suggestions and exercises, and a reading list. (NB)

ED 279 992 CG 019 801

Beekman, Nancy
Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Age Differences; *Children; *Coping; *Counselor Role; Counselor Teacher Cooperation; *Divorce; Elementary Secondary Education; Emotional Response; Group Counseling; Individual Counseling; *School Counselors; School Role
IDENTIFIERS- ERIC Digests

This fact sheet examines age differences in children's reactions to parental divorce, in-school reactions, and the school role in helping these children cope. The school counselor's role is examined in working with school administrators, teachers, parents, and children. Individual and group counseling with children are discussed. Ten suggestions are given for school personnel who work

with children of divorce. Ten resource documents are listed. (NB)

ED 280 035 CS 210 341

Edwards, Bruce L., Jr.
Process and the Digitized Word: Toward an Epistemology of Computerized Literacy.

PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987). The notes and references use small dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Futures (of Society); Higher Education; *Literacy; Revision (Written Composition); *Word Processing; *Writing Processes

Computerized writing (the digitized word) may affect the utility and meaning of reading and writing in coming generations. The digitized word poses no threat to the technology of literacy; it merely entrenches literacy further into Western culture by making certain operations faster, easier, repeatable, etc. One significant, positive by-product of the digitized word among students is its implicit encouragement toward collaboration among peers and with the instructor. Use of the digitized word facilitates composing, retrieving, recombining, and revising ideas and form, making transcription the least arduous part of the writing task. The videotext created by the digitized word is fluid, interactive, and "soft," thereby creating new metaphors for the process of thinking and composing. While the digitized word actually enhances and enlarges the technology of literacy, it challenges the authority of texts and traditional Western textuality as the dominant noetic in composition classrooms. In the best scenario, digitized writing will democratize knowledge and free writers to discover, understand, and reveal their worlds to themselves and others. However, society still needs wise men and women whose literacy connects them with the orality of the past and brings their present experience to the textuality of the future. (AEW)

ED 280 065 CS 210 380

Jeremiah, Milford A.
An Analysis of Students' Writing.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Dialects; *Black Students; *Cultural Context; *Error Analysis (Language); Grammar; Grammatical Acceptability; Language Variation; Nonstandard Dialects; *Sociolinguistics; Student Writing Models; Urban Language; *Writing (Composition); Writing Research

Some errors in adult black students' writing cannot be analyzed merely within the traditional hierarchy of grammatical rules; a look at sociological factors is germane to an evaluation of students' writing ability or inability. Data for an analysis of black adult students' writing at the syntactic level have shown that problems of clarity might be related to language structure and use in the students' speech community. Samples of students' writing were taken from essays obtained at an urban community college, and considering the cultural dimensions of a writer's background proved helpful in determining the reasons for certain lexical choices. To facilitate the analysis, a general topic and a variable from each sentence were extricated (since they were manifestations of ideas which were expressed through the written word, the topic and variables were usually found together). Researchers hoped to determine (1) whether specific issues were evident in the writers' samples, and (2) if so, whether these sociolinguistic variables were apt to influence these issues. This has proved to be the case insofar as the samples in this study were concerned, thus supporting the view that studies of language cannot be carried out in a "narrowly defined view of grammar." (Sample sentences and their extensive analysis are included.) (AEW)

ED 280 105 CS 505 552

Wallace, Sam; Skill, Thomas
A Behavioral Analysis of Communication Competence in Negotiation.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Communication Research; *Communication Skills; Conflict Resolution; Discourse Analysis; Higher Education; *Interaction Process Analysis; Interpersonal Communication; Interpersonal Competence; *Persuasive Discourse
IDENTIFIERS- *Communication Behavior

A study examined the relationship between interaction involvement--a kind of communication competence--and communication behavior in a negotiation setting. Subjects, 120 college students, completed the Interaction Involvement Scale and were placed in same-sex dyads of three types: (1) mixed dyads of one high- and one low-involved subject; (2) same-level dyads composed of two high-involved subjects; or (3) same-level dyads composed of two low-involved subjects. Each dyad was videotaped as it engaged in a negotiation scenario. The transcripts were then coded for type of negotiation strategy used--assertions, argument assertions, refutations, countersupport statements, statements of blame, and other strategies. Results showed that subjects who were higher in interaction involvement used a significantly different negotiation strategy than subjects who were lower in involvement. Specifically, the high-involved subjects used a more thoughtful, reasoned, and persuasive negotiating style than did low-involved subjects. Results indicate, however, that high involvement was not an advantage in negotiation; in fact, results suggest the highest levels of involvement might actually have inhibited the negotiator's chances for success. (Tables appear throughout the text, and copies of scenarios used in the study are appended.) (FL)

ED 280 119 CS 505 577

Perry, David K.
Uniform Media Effects and Uniform Audience Responses.
PUB DATE- May 87
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audience Analysis; Cultural Context; Literature Reviews; Mass Media; *Mass Media Effects; Media Research; Public Opinion; Television Viewing
IDENTIFIERS- Audience Research; *Audience Response; *Cultural Hegemony; Media Role; Media Use

The idea that mass communication effects may decrease diversity among people or societies exposed to it arises constantly. However, discussions of mass media effects do not highlight differences between mass communications that "affect" people uniformly and messages that members of audiences "respond to" in similar ways. A number of modern theories concerning the effects of mass communication explicitly predict, or at least imply, homogenizing effects. The "mainstreaming" concept hypothesizes that television "cultivates" in heavy viewers an image of the world similar to that shown on the screen. A refinement of the global cultivation hypothesis, "resonance," is said to occur in instances where specific issues have particular salience to people's everyday reality (or even perceived reality) and the combination resonates and amplifies cultivation. In most instances, resonance increases differences between or among social groups. Even though theoretical ideas concerning the influence of mass communication upon stereotyping, public opinion and culture imply uniform audience responses, the literature contains almost no examples of methods designed to test hypotheses about the uniformity of individual responses. People within a society will not necessarily be more homogeneous following the introduction of some form of media content, even if the content contributes to uniformity among the individuals exposed to it. (Four pages of references are provided, and tables and graphs are included.) (NKA)

Shedd, Joseph B.; And Others
Teachers as Decision-Makers.
Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div.
PUB DATE- 20 Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
AVAILABLE FROM- Publication Sales, Organizational Analysis and Practice, Inc., Boardman House, 120 East Buffalo Street, Ithaca, NY 14850 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Decision Making; Elementary Secondary Education; *Occupational Surveys; Participative Decision Making; School Effectiveness; Teacher Attitudes; *Teacher Responsibility; Teacher Student Relationship; *Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Effective Schools Research; Isolation (Professional); Reflective Teaching

Scholars working from various perspectives are beginning to define teaching as a decision-making process. Research shows that teachers are reflective and connect knowledge to situations through observation, understanding, analysis, interpretation, and decision-making. This paper provides empirical evidence to show the relationship of decision-making to the nature of teaching. The paper also presents a conceptual framework to help scholars and practitioners integrate various perspectives on teacher decision-making. Evidence is drawn from a teacher survey conducted by the Tucson (Arizona) Education Association. Teachers identified 25 responsibilities that needed to be integrated into their everyday schedules. Following an analysis of purposes and processes of teachers' actions, a responsibility matrix is constructed and discussed. Three features emerge: (1) teaching as an intensely active profession, (2) teachers' conflicting and ambiguous relationships with students (as managers, counselors, and craftspersons), and (3) teachers' isolation from administrators and each other. Various models attempting to capture the overall character of teaching processes are presented and discussed. The paper concludes by exploring alternatives for action in teacher decision-making processes. Effective teachers recognize "no best way" to teach in any given situation and seek innovative solutions to unanticipated problems. Included are 20 references. (MLH)

ED 279 794 CE 046 449

Sleezer, Catherine M.; Swanson, Richard A.
Controlling the Instructional Development Process. Training Development and Research Center Project Number Fifteen.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Dec 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Corporate Education; *Industrial Training; *Instructional Development; *Job Training; Trainers

Process control is a way of training managers in business and industry to plan, monitor, and communicate the instructional development process of training projects. Two simple and useful tools that managers use in controlling the process of instructional development are the Process Control Planning Sheet and the Process Control Record. The Process Control Planning Sheet is used by the training manager to plan the construction of courses. The Process Control Record is a charting tool that is used in monitoring all training projects of a department. Process control is a method that training managers can use to increase the efficiency and effectiveness of the instructional development process. (Sample forms are included.) (Author/YLB)

ED 279 867 CE 046 587

Vocational-Technical Education in Massachusetts. Preparing for the 21st Century. A Strategies Conference (Milford, Massachusetts, October 23-24, 1986). Executive Summary.

Massachusetts Univ., Amherst. Inst. for Governmental Services.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

PUB DATE- Oct 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Competency Based Education; Cooperative Programs; Coordination; Coping; Curriculum Development; Educational Change; Educational Cooperation; *Educational Finance; *Educational Innovation; Educational Planning; Futures (of Society); *Personnel Needs; Postsecondary Education; Program Effectiveness; *Public Relations; Secondary Education; Shared Facilities; Shared Resources and Services; Statewide Planning; Student Needs; Technological Advancement; *Vocational Education
IDENTIFIERS- *Massachusetts

This executive summary provides an overview of activities and a listing of the recommendations and strategies developed by participants at a conference on vocational/technical education. These four major themes are highlighted: the need to improve the image of vocational education through better communication with the public and special interest groups, the need for more private sector involvement, the need to incorporate more flexible requirements and standards in vocational education, and the need for more cooperation among organizations providing vocational-technical education. Listings are provided of the recommendations and/or suggested strategies for meeting current challenges facing vocational-technical education as determined by the nine task groups. Where possible, specific implementation activities are listed for each strategy. The nine challenges that were the focuses of the task groups are (1) financing innovation and change, (2) improving image, (3) coping with changing technology, (4) staffing, (5) keeping curriculum current, (6) strengthening academics, (7) serving diverse populations, (8) identifying roles for the private sector, and (9) improving coordination. (YLB)

ED 279 921 CG 019 729

Machell, David F.
Power and the Counseling Relationship.
PUB DATE- 81
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Client Relationship; *Counselor Role;

Interpersonal Relationship; Organizational Theories; *Power Structure; Psychological Patterns
IDENTIFIERS- *Dependency (Personality)

Machell's Theory of Power was developed to provide students in organizational theory two formulas of relationships to apply to organizational situations and organizational power. Formula 1 indicates that the level of power of person A is determined by the level of dependency that person B has on person A; and that person A's power can be substantiated or changed by the use of Formula 2. In Formula 2, person A uses a stressor stimulus to illicit fear in person B, which fosters a realization of the fullness of person B's dependency on person A, therefore solidifying or increasing person A's power. The overuse of Formula 2 by person A may motivate person B to lessen his/her dependency on person A. When this occurs, person A may lose power over person B. These formulas can also be used in counseling situations, by either the counselor or the client. Since the level of dependency of one person on another helps to determine power, it is important to explore the issue of dependency in the counseling relationship. The use of this power formula in counseling situations partially redefines the notions of transference and countertransference. Counselors need to be aware of power structures in counseling situations. (NB)

ED 280 051 CS 210 362

Manning, Maryann; And Others
A Study of the Contents of First Graders' Journals.
PUB DATE- Nov 86

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Creative Development; Creative Writing; Grade 1; Primary Education; Writing Exercises; Writing Instruction; *Writing Readiness; *Writing Research; Young Children
IDENTIFIERS- *Journal Writing

What first graders chose to put in their journals when given no direct suggestions for topics was studied during the 1985-86 school year in a suburban Birmingham, Alabama, classroom. Journal writing was scheduled for 30 minutes daily throughout the school year, but not all children chose to write every day. At the end of the year, all of the journal entries for the 20 children in the class were studied and placed into ten categories: (1) pictures only, (2) scribble and/or random letters, (3) labels or descriptions of pictures, (4) lists, (5) copies of texts, (6) retelling of texts, (7) personal content, (8) imaginative content, (9) informational content, and (10) other written forms such as puzzles. Regardless of the children's writing levels, all were confident of their writing abilities. They varied in capability and in selection of topics, though some common writing behaviors were noted. Informational content accounted for 28.4% of journal entries, personal experiences for 36.6%, and information about holidays for 11.9%. A given student's entries were not always at a consistent level, but researchers interpreted the variance as part of normal writing development. The children enjoyed journal writing and gained confidence in their writing ability during the year. (Tables and writing samples are included.) (AEW)

ED 280 079 CS 210 395

Ruehr, Ruthann R.
Multi-Literacy and Research on Word Processing: Assessing Teaching Methods.
PUB DATE- 21 Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy;

Educational Research; Higher Education; Instructional Material Evaluation; *Student Attitudes; *Teaching Methods; *Word Processing; Writing Instruction
IDENTIFIERS- *Word Processing Instruction

To provide students with an opportunity to become computer literate, the University of Michigan has required at least one computer-intensive writing class. A fully equipped computer lab has been provided for students who do not own a computer. In order to determine the most effective technique for teaching students how to use the word processors, a study using 23 subjects who represented approximately the larger student population in age, gender, and computer experience examined three methods: (1) hard copy documentation (using the manuals that came with the word processors); (2) online documentation (from the tutorials offered with most word processors); and (3) tutoring by consultants . Students were taught to perform three simple tasks using the word processor, and each task was taught using a different one of the three teaching methods. The order of the tasks and the teaching methods were rotated to neutralize effects of sequence. Subjects were then tested to make sure they had learned the tasks and asked to fill out questionnaires concerning their attitude toward each teaching method (a preliminary questionnaire had asked them about experience with, attitude toward, and apprehension about word-processors). All students preferred the consultants' tutoring to the online tutorials or hardcopy documentation. (Tables of results are included.) (AEW)

ED 280 171 EA 019 281

Course Guide for School Bus Driver Training in Texas. Revised.
Texas Education Agency, Austin.; Texas State Dept. of Public Safety, Austin.

REPORT NO.- TEA-CU7-530-01
PUB DATE- Feb 87
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bus Transportation; Competence; *Driver Education; Elementary Secondary Education; Equipment Maintenance; First Aid; Safety; *School Buses; Service Vehicles; Special Education; State Legislation; *Student Transportation; Traffic Accidents; Traffic Circulation; Traffic Control; Vehicular Traffic
IDENTIFIERS- *Bus Drivers; *Texas

The safe and effective transportation of pupils to and from schol is an integral part of a sound educational program. This course guide is a study and reference tool for use in a training course designed to promote the competency of school bus drivers throughout the State of Texas. Unit 1 of the guide provides an overview of the transportation system, listing major concepts and data on school bus riders and drivers and legislation relative to student transportation. Unit 2 looks at the school bus driver's image, discussing desirable characteristics, and the driver's relationships with students, parents, and community. Unit 3, on preventive maintenance, outlines the daily maintenance, inspection and upkeep of the various pieces of equipment, and operating procedures. Unit 4 presents an overview of traffic regulations and driving procedures, defining various agencies, devices, laws, regulations, and transportation terms. The fifth unit outlines defensive driving techniques, commenting on visual habits, special problems, and winter conditions. Unit 6 lists emergency equipment and emergency and evacuation procedures. Unit 7, on first aid, focuses on medical data and techniques. Unit 8 lists procedures for loading and unloading students. Unit 9 comments on the general characteristics of and procedures to be used with special education children. The tenth unit is a summary highlighting major concepts. Each unit is divided into six sections: (1) overview; (2) concepts; (3) learning outcomes; (4) content; (5) things to remember; and (6) test of understanding. Four appendices conclude the guide. These contain answers to the tests, driving record evaluation and safety check and inspection forms, and lighting and reflector requirements. (WTH)

ED 279 809 CE 046 470

Auto Mechanics I. Learning Activity Packets (LAPs). Section C--Engine.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
NOTE- 140p.; For related documents, see ED 156 918 and CE 046 468-472.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0012--$8.00; slides and audiotapes--$296.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; *Engines; Industrial Arts; *Job Skills; Learning Activities; *Mechanics (Process); *Motor Vehicles; Postsecondary Education; Secondary Education; *Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- Oklahoma

This document contains five learning activity packets (LAPs) that outline the study activities for the "engine" instructional area for an Auto Mechanics I course. The five LAPs cover the following topics: basic engine principles, cooling system, engine lubrication system, exhaust system, and fuel system. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 908 CE 046 706

Keenan, Dorothy; And Others

Illinois Vocational Home Economics Curriculum Guide. Addenda.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 84
NOTE- 245p.; For the curriculum guide, see ED 220 639.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Day Care; Computer Oriented Programs; *Computer Uses in Education; Course Descriptions; Courseware; Curriculum Guides; Educational Policy; *Entrepreneurship; Fashion Industry; *Home Economics; Learning Activities; Mathematics; Media Selection; *Occupational Home Economics; *Older Adults; Program Evaluation; Sciences; Secondary Education; Standards; *Technological Advancement; Transparencies

These addenda are divided into eight sections. Section 1 contains content and activities for teaching the practical application of science and mathematics in home economics classes. A number of activities are suggested for specific topics and objectives. Some general ideas for learning experiences are listed. Section 2 provides entrepreneurship transparency masters and teacher materials, including a content outline, selected bibliography, and lists of resource people and resource material. Section 3 is a fashion/fabric coordinator program. It presents a program flowchart, content outline, and activities. Section 4 is a unit entitled "High Touch in a High Tech Society." It contains a topic outline and activities on dealing with technological change. Section 5 provides quality indicators for use in assessing program components. Section 6 contains recommendations of the State Superintendent for the State Board of Education regarding its policy on the definition of schooling and the state's expectations for student learning. Section 7 contains materials for a companion course on interacting with the elderly, entitled "Understanding of and Employment with the Elderly." A content outline and activities are provided. Section 8 provides materials on computer selection, computer glossary, sources of home economics-related software, and brief descriptions of software. (YLB)

ED 279 979 CG 019 788

Kolbet, Lori L.; Garvey, Jackie
Selective Attention with Separable Stimuli Using a Speeded Task.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Classification; *Cognitive Processes; Cognitive Style; College Students; Higher Education; *Redundancy; *Stimuli; Timed Tests; Visual Stimuli
IDENTIFIERS- *Selective Attention; *Stimulus Structure

The ability to allocate attentional resources to relevant aspects of a stimulus event is a critical skill needed for efficient information processing. Evidence suggests that this ability to focus on relevant information without interference is dependent on the nature of the stimulus structure of the information to be processed. To test the hypothesis that stimulus structure plays an important role in the processing of multidimensional objects, a speeded classification task designed to measure successful focused attention was employed in a study involving 45 college students. Subjects were asked to sort objects on the basis of their dimensional values. Three dimensional sets were used: fused integral (hue/brightness), analyzable integral (integral color/form), and a newly developed set of objects composed of separable dimensions (separable color/form). The results obtained with fused integral dimensions indicated that processing the objects into their component parts was difficult, resulting in interference. Results obtained with integral analyzable stimuli revealed that subjects were able to process these objects into component parts. Results obtained with the new analyzable stimulus set revealed that subjects experienced no redundancy gains and no interference. Taken collectively, these results suggest that researchers should consider stimulus structure when examining variables which affect the processing of multidimensional objects. (NB)

ED 280 008 CS 008 736

Heap, James L.

Reading as Cultural Activities: Enabling and Reflective Texts.

PUB DATE- Feb 87
NOTE- 32p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986). Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Activities; Curriculum Development; Educational Theories; *Information Processing; Reader Response; *Reader Text Relationship; *Reading Attitudes; *Reading Materials; Reading Processes; Relevance (Education); Social Theories; Theory Practice Relationship
IDENTIFIERS- *Reading Theories; Text Coherence; *Text Factors

Current theories of reading are concerned with the nature of the "means" for achieving goals--processing components, paths, practices, and strategies. If reading is understood as text-oriented cultural activities, a continuum of text use can be formulated with enabling texts (those that enable the reader to do something) at one end and reflective texts (those that provide reflection on information) at the other end. These categories of texts differ in: (1) what reading them affords, (2) the relation of reading to what the texts affords, (3) the concreteness of the activity they afford, (4) the specificity of the knowledge involved in reading the texts, and (5) the criteria of "successful" or fluent reading, defined as an accurate, coherent, and useful reading. In information processing theories, enabling texts disclose what we need to learn, while reflective texts disclose what we know. Narrative and expositional texts generally fit the reflective text category, with the exception of instructional texts, which are enabling. When viewed with a concern for how social order is accomplished and reproduced, the importance of enabling texts becomes clear, since the administration of society depends on such texts. Within societies on the threshold of industrialization, reading can be appreciated as both intrapersonal and interpersonal information processing with consequences for what constitutes a relevant reading curriculum. (NKA)

ED 280 092 CS 505 528

Sotirin, Patty
The Good Man Speaks: A Rhetorical Analysis of the Charismatic

Organizational Leader.
PUB DATE- Feb 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classical Literature; Compliance (Psychology); *Employer Employee Relationship; Leadership; *Leadership Styles; *Organizational Communication; Power Structure; *Rhetoric; Rhetorical Criticism; *Social Control
IDENTIFIERS- *Charisma; Enthymeme; Organizational Behavior

Followers attribute authority to charismatic leaders through their faith and belief in them and in their mission. Charismatic authority in organizations involves an interaction of leader, followers, and moral order; in the eyes of the followers, the leader personifies that order. Authority must come from below because the ultimate decision to cooperate rests with the employee. True charismatic leaders are able to place themselves and their mission beyond the realm of the ordinary and thus extract extraordinary effort, dedication, and faith from followers. These leaders are persuasive through the use of a modified enthymeme, one that adapts the audience to itself rather than adapting itself to the audience. Charismatic leadership effects its rhetorical appeal as much through the leader's persona as through the rational force of logical form. The ancient Roman concept of "vir bonus" or "good man" was extrinsic to the speaking situation; it was an accumulated perception based on a record of civil service. The Roman orator appearing to have strong moral character was able to persuade on the basis of this "good man" status. Similarly, the charismatic organizational leader embodies the aspirations and values of the organization, and with his or her character provides the persuasion that elicits obedience and commitment. This rhetorical perspective should facilitate critical analysis of the ethics at work in contemporary organizational culture. (SRT)

ED 280 146 EA 019 251

Glickman, Carl D.
Instructional Improvement and the K-8 Principal.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- Mar 87
NOTE- 8p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; Educational Research; Elementary Education; Faculty Development; *Instructional Improvement; Principals; Teacher Evaluation; Teacher Participation; *Teacher Supervision

This review of research on instructional improvement and teacher evaluation considers the complex issues affecting the K-8 principal's ability to enhance educational quality through effective supervision of the instructional process. According to several studies, teachers found formal evaluations far less valuable than direct assistance and support. A recent study of improving school systems found that teacher evaluations focus on the formative process of observing teachers, arranging conferences with them, and recognizing them as professionals. Some studies found uniform procedures unsatisfactory because teachers vary widely in their abilities, experiences, styles, and needs. The studies suggest that principals need to take their own strengths and weaknesses as instructional leaders into account and obtain appropriate assistance in the instructional improvement effort. Experienced teachers can be a valuable source of such assistance because they understand the situations faced by other teachers and are trusted by them. The twofold role of the teacher supervisor--as a performance rater and as a guide to improvement--must be clear to both the supervisor and the teachers. Those who help teachers develop instructional improvement plans should be aware of the developmental phases identified in the research: diagnostic, tactical, and strategic. The process involves identifying and enhancing the "level of abstraction" at which each teacher operates. (PGD)

ED 280 159 EA 019 268

Purser, Susan R.

The Relationship between Teacher Effectiveness and Teacher Evaluation and Selected Teacher Demographic Variables.

PUB DATE- Feb 87

NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Cultural Background; Grading; High Schools; Race; Rating Scales; Sex; Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation; Teaching (Occupation); Teaching Experience

IDENTIFIERS- Mississippi (Jackson County)

This paper inquires into the relationship between the criterion variable of teacher effectiveness and the independent variables of the score on the teacher evaluation procedure and the teacher demographic variables of race, sex, level of teacher certification, area of teacher certification, and years of teaching experience. The ultimate goal of the study was to provide data to assist school districts in improving the process of predicting and assessing teacher effectiveness. The study was conducted in an urban school district with a student population of 30,000 (70 percent minority) and a certified staff of 1,700 employees. High school teachers were classified by their race, sex, level of teacher certification within each of four subject areas (English, mathematics, science, and social studies). Effectiveness was rated by assigning teachers to standard, below standard, or above standard categories based on predicted final grades compared to actual final grades for the students of that teacher. Data were subjected to statistical analysis. Findings supported the hypothesis that there was no statistical relationship between teacher effectiveness and variables of race, sex, level of certification, area of certification, or years of experience. There also was no significant relationship between the score on the traditional teacher evaluation summative report and teacher effectiveness. A statistical data table and 15 references are included. (WTH)

ED 279 795 CE 046 450

Swanson, Richard A.; Sleezer, Catherine M.
Training Effectiveness Evaluation. Training Development and Research Center Project Number Sixteen.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Jan 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Corporate Education; *Evaluation Methods; *Industrial Training; *Job Training; *Program Effectiveness; *Program Evaluation

The gap between evaluation theory and practice can be closed through a concrete system for effectively evaluating a training program to ensure that it contributes to an organization's success. The Training Effectiveness Evaluation (TEE) system can be applied to any training program in industry. It consists of three major elements: (1) an effectiveness evaluation plan, (2) tools for measuring training effectiveness, and (3) the evaluation report. The completed plan specifies the tools that will be used to assess whether the training has produced the desired results. The three categories of evaluation tools--satisfaction, learning, and performance--can be presented as three scores, one for each category. The completed report is a powerful tool for communicating the results of a training program. It provides the management decision maker with the necessary information for understanding the impact of a training program. Content includes the employee/organization performance need, the employee/organization performance goal, the approved solution with both training and nontraining component, narrative summarizing training effectiveness, an evaluation summary with visual presentation and/or comparison to performance goal, and an improvement proposal. (Examples and samples are appended.) (YLB)

Bowers, Wendell
Machinery Management. FMO: Fundamentals of Machine Operation. Third Edition.
John Deere Co., Moline, Ill.
REPORT NO.- ISBN-0-86691-090-5
PUB DATE- 87
NOTE- 207p.
AVAILABLE FROM- John Deere Distribution Service Center, 1400 Third Avenue, Moline, IL 61265 (Order No. FBM-17103B: $12.60; 10 or more, $10.10).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Machinery; Basic Business Education; Case Studies; Cost Effectiveness; Cost Estimates; *Equipment Maintenance; *Equipment Utilization; *Farm Management; Guidelines; Postsecondary Education; Secondary Education; *Vocational Education

This text is intended to provide a basic understanding of selecting, maintaining, and managing farm machinery. The following topics are covered in the individual chapters: dealing with typical problems in farm machinery management; measuring machine capacity; improving field efficiency; matching machine size and capacity; estimating power requirements; estimating fixed costs; estimating fuel and lubricant costs; estimating repair costs; computing total costs for machines and operations; deciding when to trade; considering future capacity needs; calculating custom work costs; comparing ownership, leasing, and rental costs; and starting machinery management. The final chapter, which contains six case studies, deals with recordkeeping, the cost of new machinery, financial analysis, peer pressure, using a budget, and cash flow analysis. A chapter summary and set of quiz questions conclude each chapter. Answers to the questions are also provided. Appendixes include reference tables, calculator and computer sections, and a list of suggested readings. (MN)

ED 279 882 CE 046 615

Machine Transcription. Vocational Education Curriculum Guide. Business Education.
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
PUB DATE- Feb 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Correspondence; Business Education; *Business Skills; Competency Based Education; Curriculum Guides; Job Skills; Office Machines; *Office Occupations Education; Standards
IDENTIFIERS- *Machine Transcription

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the area of machine transcription. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into 2 units--basic concepts and transcribing business correspondence--and 7 and 16 learning outcomes, respectively. Each learning outcome is divided into one to seven associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include machine transcription in business; proofreading; transcription skills; career opportunities; machine transcription media and equipment; the work station;

listening skills; grammar skills; development of foot, ear, and hand coordination; use of reference materials; business letter styles; daily logs; and human relations skills. (YLB)

ED 279 895 CE 046 659

Russell, Russ; And Others
Vocational Qualifications in Five Countries. Coombe Lodge Report, Volume 19, Number 5.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Adult Vocational Education; *Apprenticeships; *Developed Nations; *Educational Change; *Employment Qualifications; Foreign Countries; Postsecondary Education; Secondary Education; *Student Certification; Youth Employment
IDENTIFIERS- England; France; Netherlands; Sweden; Wales; West Germany

This report presents papers on the vocational qualifications systems in Sweden, France, the Netherlands, the Federal Republic of Germany, and England and Wales. An introduction (Russ Russell) looks at common themes. The paper on Sweden (Gun Cardell) addresses vocational education opportunities, curriculum and standards, costs, youth and employment, and proposed reforms. Topics in the paper on France (Alain Herbert) include vocational education opportunities, apprenticeship and cooperation, full-time vocational education, adult training, educational leave, and modularization. The paper on the Netherlands (Leo Blokzijl, Ton Knobbout) discusses vocational educaation opportunities, apprenticeship, middle-level vocational education (MBO) which requires 4 years of full-time study, and apprenticeship and short MBO which requires 2 years of vocational education. The paper on the Federal Republic of Germany (Wilfrid Reisse) looks at the complex legal base, further vocational education, curriculum design for apprenticeships, operation of the apprenticeship system, full-time vocational education, further vocational training, adult training, and modularization. Discussion in the paper on England and Wales (Russ Russell) focuses on the organizational and legal basis, the Industrial Training Boards, the Manpower Services Commission, full-time college-based vocational education, adult education and training, and a new qualification system. A summary and overview (Russ Russell) briefly compares the five countries and also makes comparisons with the United States and Japan. (YLB)

ED 279 951 CG 019 760

Gower, Linda A.; And Others

Games Strategies: Gender Differences vs. Motivational Differences.

PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Cognitive Style; College Students; *Games; Higher Education; *Motivation; *Problem Solving; *Sex Differences
IDENTIFIERS- *Parchisi Game; *Prisoners Dilemma Game

Rapoport and Chammah's (1965) Prisoner's Dilemma (PD) game research and Vinacke's (1959) parchisi board game research revealed that players used various strategies to reach their desired outcomes. The researchers ascribed the strategy variations to gender differences. A study was conducted which replicated Vinacke's parchisi board game and Rapoport and Chammah's PD game to determine whether the gender differences reported in the literature still exist, and to examine their relationship to achievement motivation. Twenty-eight male and 24 female undergraduates participated in the PD game; 36 males and 36 females participated in the parchisi board game. Although the intensity of gender differences was not the same as that reported 25 years ago, the replication study revealed that gender differences in strategy choices still existed. Similar to the data reported in the past, females tended to choose a noncooperative strategy in the PD game, and a cooperative strategy in the parchisi game; whereas, male strategy choices were reversed. A theory of resultant achievement motivation as an explanation for the apparent reversal of game strategies within genders was not supported. It was concluded that, while gender differences were real, given the methodology used, they could not be explained through motivation. (NB)

ED 279 993 CG 019 802

Libert, Anne Blanford
Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Aging (Individuals); Divorce; Employed Women; Family Role; *Helping Relationship; *Older Adults; *Parent Child Relationship; *Stress Variables
IDENTIFIERS- *Adult Children; *Caregivers; ERIC Digests

This digest presents a contemporary description of the American elderly and adult children's caregiving to their parents. It includes a profile of the American elderly; a description of caregiving tasks performed by their adult children; and the impact of longer life expectancy, divorce rates, and employed daughters on caregiving. Caregiver strain and relief are discussed. A population chart and nine references are provided. (NB)

Schaeffer, Matthew M., Comp.
The Horrific World of "Nineteen Eighty-Four": A Classified Bibliography of Orwell's Prophetic Novel.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- English Instruction; English Literature; Intellectual History; *Literary Genres; *Novels; *Prediction; *Social Theories
IDENTIFIERS- *1984 (Title); *Orwell (George)

Drawn from articles, books, book chapters, and audio and visual materials, this bibliography contains nearly 900 items pertaining to George Orwell's novel "Nineteen Eighty-Four." The items are arranged in a topical format under the following headings: (1) biographical materials, (2) general comment and literary criticism, (3) science and technology, (4) utopia and dystopia, (5) human sciences, (6) language, (7) legal and political science, (8) education, (9) religion, (10) economics, (11) reviews, (12) arts and media, (13) miscellaneous materials, and (14) selected bibliographical materials. The bibliography concludes with an author index. (FL)

ED 280 036 CS 210 342

Cypert, Rick
Memory: A Step toward Invention.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Eidetic Imagery; Freshman Composition; Higher Education; *Memory; *Rhetorical Invention; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research

Freshman composition students were given six assignments designed to help them examine, analyze, and put their memories into context so that the students could use their memories to begin exploring and creating their own "truths" through language. Two essential types of memory were identified: (1) natural memory, memorizing word for word, which led to the sort of narrative account that the first-semester freshmen tended to write; and (2) artificial memory, which involved memorizing notions and images, then organizing them into cognitive schemata, thus encouraging more analytical writing. These two forms of memory proved interdependent, and the students needed to be aware of that. Effective writers used both forms of memory by cataloguing personal images with the one and analyzing, separating, and schematizing them with the other. Memory retrieval emerged as a crucial part of the process and appeared to be strongly related to stylistic production. Image retrieval seemed to be based not only on writers' knowledge of their ownership of the two types of memory and their ability to store both image and words, but also ultimately on their ability to transform the image into language. Style was stressed as an agent and inducer of memory, and students were encouraged to regard memory as an essential part of the inventive process. (Descriptions of six writing assignments are attached.) (AEW)

ED 280 106   CS 505 553

Hall, Donna R.
Oral Interpretation: An Approach to Teaching Secondary English.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987). Appendix has broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adolescents; Choral Speaking; English Instruction; Interdisciplinary Approach; *Learning Processes; Literary Genres; *Literature Appreciation; *Oral Interpretation; Oral Reading; Poetry; Readers Theater; Secondary Education; Story Telling; Student Motivation; *Teaching Methods
IDENTIFIERS- Bride Comes to Yellow Sky (Crane)

Oral interpretation facilitates the learning processes of adolescents by making the presentation of subject matter more interesting and meaningful to them, helping them feel involved, and providing them with an opportunity to perceive literature in action. Narrative literature is a good place to begin oral interpretation activities, since storytelling increases students' speaking ability and helps them develop techniques to hold audience attention. Presenting prose, poetry, and drama in a storytelling, choral reading, or readers theatre format can also be an exciting way to explore literature. Choral reading helps illustrate comparison and contrast, rhyming patterns, alliteration, and imagery. Reading poetry aloud helps improve students' attitudes toward poetry. For example, a class activity in which each student contributes a line to create a poem is easy, fun, and productive. Music, another source of inspiration to writing and reading poetry, can help make a students' presentation interesting. In addition to classroom assignments, performance activities can stimulate productive student endeavors. For example, presenting Stephen Crane's "The Bride Comes to Yellow Sky" in a readers theatre format can help this story come alive for students. (This story, arranged by Billy Watson, is appended, as is an exercise for writing a poem.) (JD)

ED 279 826 CE 046 487

Aviation Maintenance Technology. General. G104 Technical Mechanics. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tulsa County Schools, Okla.

PUB DATE- 85
NOTE- 571p.; For related documents, see CE 046 483-488.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 1203: in state--$22.00, out of state--$53.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; Classroom Techniques; *Equipment; Hand Tools; Instrumentation; *Job Skills; Learning Activities; Learning Modules; Measurement; Measurement Equipment; Postsecondary Education; Skill Development; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

IDENTIFIERS- Oklahoma; Power Tools

These instructor materials for an aviation maintenance technology course contain five instructional modules. The modules cover the following topics: performing aircraft ground handling and servicing, using hand and power tools and precision measuring instruments, identifying and selecting aircraft hardware, fabricating and installing rigid and flexible fluid lines and fittings, and computing and recording aircraft weight and balance. Each module contains some or all of these nine basic components--a module introduction and objective, performance objectives, instructor's module implementation guide, technical information supplements, workbook supplements, project guides, theory test, answers to theory test and workbook supplements, and a practical test. These materials were developed through a cooperative effort of airframe and powerplant mechanics, general aviation industry representatives, Federal Aviation Administration representatives, and vocational educators in Oklahoma to provide a comprehensive program in aviation maintenance technology. (KC)

ED 279 854 CE 046 536

Project V.I.T.A. Volunteers in Tutoring Arrangements for County Educational Programs.

Mid-State Literacy Council, State College, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 30 Jun 86
NOTE- 105p.
AVAILABLE FROM- ADVANCE/PDE Resource Center, 333 Market Street, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; *Cooperative Programs; *Disabilities; Guidelines; *Individual Needs; Learning Disabilities; Limited English Speaking; Models; Program Implementation; *Tutors; *Volunteers; Volunteer Training

IDENTIFIERS- 310 Project; *Tutor Training; *Volunteers in Tutoring Arrangements Program

Project VITA (Volunteers in Tutoring Arrangements for County Educational Programs) was designed to develop a training and reporting system to coordinate services between 27 area educational and human service agencies serving special needs adult learners who require one-to-one tutoring. A training system was created with existing resources and developed into seven mini-workshops or inservices that were used to meet the special teaching needs of the volunteer tutors. Using this training system, the project developed a Volunteer Tutor Resource Bank consisting of teams of volunteers, tutors, and teachers trained in areas of basic literacy, basic life skills development, and special literacy programs for various handicapped, slow learning, or non-English-speaking adults. Through the Tutor Bank, 154 trained volunteers were placed in area programs. Through a series of team meetings, the teaching services and courses of study for the adult students were coordinated with and reported to the cooperating area human service and educational providers. Approximately 145 adults were matched with volunteer tutors. The project will be evaluated through objective-based assessment and through evaluation forms completed by students and tutors. (The VITA staff created a model program manual and a trainer's guide for the program; they are included in this report.) (KC)

ED 279 922 CG 019 730

The Status of Older Women in Illinois Today: A Report by the Task Force on Older Women in Illinois.
Illinois State Dept. on Aging, Springfield.
PUB DATE- Nov 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Economic Status; *Females; Health; *Health Needs; *Housing Needs; Income; *Older Adults; Poverty; *Sex Differences
IDENTIFIERS- *Illinois

This document contains the report of an Illinois task force formed to examine issues that make it different to grow older as a woman than as a man and to develop a set of recommendations to help meet the needs of women in Illinois. The focus is on housing, health care, and economic security of older women. It is noted that over 1,300 older women attended public hearings, speak-outs, and roundtable discussions, and that testimony and survey responses from these women revealed that lack of financial security and a fear of the inability to pay for housing and health care in their later years were major concerns. The report is divided into sections which examine differences between older men and older women. A section on income differences between older men and women looks at the poverty rate, the relationship between age and poverty, public assistance, supplemental security income, work experiences, social security, and pensions. An examination of living and housing arrangement differences between older men and older women explores urban/rural differences, living alone, owning one's home, renting, and institutionalization. A section on health and health care differences between older men and women discusses accessible, affordable health care; needs for long-term care; the older woman as caregiver; older women and chronic long-term illness; and mental health. A conclusion and recommendations are included. Listings of the Illinois Task Force on the Status of Older Women members and selected data sources are appended. (NB)

ED 279 937 CG 019 746

Monahan, Felicia

Policy and Management Issues Surrounding the Development of an Alzheimer's Unit in a Long Term Care Facility.

PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Holistic Approach; *Human Services; Institutional Environment; *Institutionalized Persons; *Mental Disorders; *Nursing Homes; *Older Adults; Services; Specialization; Staff Role
IDENTIFIERS- *Alzheimers Disease; *Structured Programing

A special unit within a nursing home for serving residents with dementia was developed and implemented at the Cape Cod Nursing Home in Buzzards Bay, Massachusetts. The purpose of the special unit is to create a structured and protective environment which holistically supports the residents with dementia in achieving their maximum potential. A program designed to help the residents' families adjust to the changing roles and relationships made necessary by the progression of the disease accompanies the unit. The unit was designed with wall coverings and furniture in warm colors, washable carpeting, door alarms for security, family-atmosphere dining, and an activity room. The unit is staffed by nurses, nursing assistants, and a program assistant, the majority of whom have chosen this assignment. Admission criteria is based on a diagnosis of Alzheimer's Disease or related dementia. Support systems for staff, family, and residents are emphasized. Problem behaviors and safety issues such as depression and combativeness are anticipated and addressed in patient care planning. Public health proposals should address the difficulty nursing homes experience in seeking psychiatric care for patients with severe problem behaviors associated with Alzheimer's Disease. (ABL)

Health Maintenance Organizations: The New York Perspective. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (New York, NY).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-564
PUB DATE- 24 Feb 86
NOTE- 50p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Health Facilities; Health Insurance; *Health Needs; Hearings; *Medical Care Evaluation; *Medical Services; *Older Adults; Program Effectiveness
IDENTIFIERS- Congress 99th; *Health Maintenance Organizations; *New York

This document contains witnesses' testimonies from the Congressional hearing held in New York to gain that state's perspective on health maintenance organizations (HMOs). The hearing was convened by Robert Blancato and prepared statements from Representatives Mario Biaggi and Thomas Manton are included. Chairman Biaggi's statement calls the hearing an opportunity to evaluate HMOs and their relationship to elderly participants and to learn about the requirements for becoming an HMO in New York, as well as existing regulatory safeguards at the federal and state levels. Three panels of witnesses representing the regulators, providers, and members of the New York health care community provide testimony. Panel One consists of Robert Biblo, president, Health Insurance Plan of Greater New York; David Perry, senior vice president, Hospital Association of New York State; and Robert Thompson, executive vice president, Greater New York Hospital Association. Panel Two includes Jacqueline Wilson, acting regional administrator, Health Care Finance Administration, Region II; Frank Seubold, associate director for Health Maintenance Organizations, Health Resources and Services Administration, U.S. Public Health Service; and David Horinka, director, Bureau of Alternative Delivery Systems, New York State Department of Health. Panel Three consists of William J. Kane, president, U.S. Health Care, Inc. and Warren D. Paley, president, Capital Area Health Plan, Inc. (NB)

ED 280 066 CS 210 381

Manos, Kenna
The Threat of Mass Testing: How Do We Prepare?

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Academic Aptitude; College Admission; *College Entrance Examinations; Higher Education; Mathematics Skills; Selective Admission; *Standardized Tests; *Student Evaluation; Writing Skills
IDENTIFIERS- Nova Scotia; *Standardized Assessment System

A proposal to institute "a common test in the academic competencies" of English and mathematics as an admission requirement for all Nova Scotian universities was announced by the Royal Commission on Post-Secondary Education in 1985. The commission viewed writing proficiency as an innate ability, independent of learning, environment, knowledge, or background; thus, the tests were to measure ability rather than knowledge. A presumption behind the commission's recommendations was that scores on standardized tests would provide accurate predictors of academic success. These exams were presented without mention of either the needs of the students or the potential impact on high school and university curricula. Rather, they would be simply barriers to admission, their sole purpose being to decrease the attrition rates at universities, hence decreasing the burden on the tax payer. In response, the Metro Halifax universities set up a subcommittee to study the implementation of common entrance exams in English and mathematics. They argued that a test that was not informed by teaching or consideration of students' needs merely treated symptoms without providing solutions. The subcommittee managed to prove that implementation of the exams was not feasible but noted that rejecting the tests without offering positive suggestions for addressing the problem of students' writing was not acceptable, either. (AEW)

ED 280 120 CS 505 579

Eadie, William F.; Powell, Robert G.
Rhetorical Sensitivity and Persuasive Communication Behavior.
PUB DATE- Nov 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Compliance (Psychology); Higher Education; *Interpersonal Communication; Motivation Techniques; *Persuasive Discourse; Rhetorical Criticism; Rhetorical Invention
IDENTIFIERS- Communication Strategies; Communication Styles; *Persuasive Strategies; *Rhetorical Sensitivity; Rhetorical Sensitivity Scale

A study examined the effect of communication style on use of different persuasive strategies. Subjects responded to a rhetorical sensitivity scale (RHETSEN) to determine their communication style: noble self, rhetorically sensitive, and rhetorical reflector. The persuasive style of the noble self can be characterized as straightforward and direct; the goal is to gain power in the situation and use that power to push for compliance. The rhetorically sensitive person is concerned about relationships with others and makes situationally adaptive choices. Rhetorical reflectors have been characterized as wanting to fulfill persuasive objectives through the satisfaction of the needs of the other person. Drawing on a set of 858 dialogues written by college students enrolled in speech communication classes, the project analyzed the dialogues written by the 161 subjects who identified exclusively with one of the three styles. The dialogue writers responded to one of six different persuasive situations defined by levels of intimacy and power. Results indicated that the strategies of guilt and allurement distinguished rhetorical sensitives from noble selves and that altruism and aversive stimulation distinguished rhetorical reflectors from noble selves and rhetorical sensitives. The results provide insight into how orientations toward communication influence the way in which persuasive situations are perceived and enacted. (Tables and figures are appended. Examples of dialogues and related discussions are included.) (SRT)

ED 280 133 EA 019 236

New Perspectives on School Improvement: A Summary of Research Findings on Approaches to Educational Reform and the Management of School Systems.

Organizational Analysis and Practice, Inc., Ithaca, NY. Educational Systems Div.

PUB DATE- Jul 86
NOTE- 22p.
AVAILABLE FROM- Publications Sales, Organizational Analysis and Practice, Inc., Boardman House, 120 East Buffalo Street, Ithaca, NY 14850 ($5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Ladders; *Educational Change; Elementary Secondary Education; *Merit Pay; *School Administration; School Business Relationship; *School Effectiveness; *Standards; *State School District Relationship
IDENTIFIERS- Effective Schools Research; Isolation (Professional)

Although educational reform approaches have varied from state to state, most efforts have shared some common elements: (1) concentration of educational policymaking in state capitols by state-level officials; (2) a widespread conviction that schools of education, local school officials, and teachers are unwilling or unable to "reform" themselves; and (3) duplication of managerial practices used in the private sector. This paper discusses three traditional kinds of reforms (minimum standards, merit pay, and career ladders) sharing the three common elements, outlines some basic dilemmas confronting school administrators, and presents a new perspective on school system management. Stiffer minimum standards for teachers may be needed, but such an approach reinforces the notion that reform must be imposed from outside. Merit pay and career ladders, meant to encourage self-improvement, merely reinforce hierarchical educational structures most in need of change. Administrators often resort to top-down controls to reform their systems. Teachers are allowed a fair amount of discretion not by design, but by default. Trying to bribe or coerce teachers is self-defeating, since they will further insulate their classrooms from outside interference. Resolving the discretion/coordination dilemma demands a new perspective (adopted by effective schools) that maximizes program coordination and increases teacher discretion simultaneously. Effective school districts are tapping the wealth of expertise, information, and eagerness to improve lying trapped and underutilized in isolated classrooms across the United States. (MLH)

ED 279 810 CE 046 471

Auto Mechanics I. Learning Activity Packets (LAPs). Section D--Suspension.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
NOTE- 112p.; For related documents, see ED 156 918 and CE 046 468-472.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI 0013--$6.00; slides and audiotapes--$360.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Industrial Arts; *Job Skills; Learning Activities; *Mechanics (Process); *Motor Vehicles; Postsecondary Education; Secondary Education; *Skill Development; State Curriculum Guides; Vocational Education
IDENTIFIERS- Oklahoma; *Suspension Systems (Automotive)

This document contains six learning activity packets (LAPs) that outline the study activities for the "suspension" instructional area for an Auto Mechanics I course. The six LAPs cover the following topics: wheel bearings, tires and wheels, wheel balancing, suspension system, steering system, and wheel alignment. Each LAP contains a cover sheet that describes its purpose, an introduction, and the tasks included in the LAP; learning steps (checklist); pretest; and various assignment sheets. Materials are illustrated with line drawings. The LAPs are referenced to a curriculum guide for the Auto Mechanics I course. (KC)

ED 279 868 CE 046 590

Jeska, Elizabeth E.; White, Cynthia
Computer Usage Survey for NUCEA Region IV. Summary and Observations.
Iowa State Univ. of Science and Technology, Ames.
PUB DATE- 86
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Managed Instruction; Computer Oriented Programs; Computers; *Computer Science Education; Computer Software; Conferences; *Continuing Education; Courseware; *Equipment Utilization; *Learning Laboratories; Microcomputers; *Postsecondary Education; Program Content; Questionnaires; School Registration; Use Studies
IDENTIFIERS- *National University Continuing Education Assn

The 57 institutional members of Region IV of the National University Continuing Education Association (NUCEA) were asked to provide information on computerization for teaching and conference use. Forty institutions (70 percent) responded. Sixty percent of the respondents indicated having a computer teaching facility. Of the 16 schools without a teaching laboratory, 13 did have computerized registration programs. Three institutions had neither, and 2 of the 40 had no plans to automate for either purpose. Thus, the teaching function was given a high priority, but not as high as that given to computerized office services. IBM, Zenith, and Apple hardware were the top 3 types used for teaching, and 24 types of software were used. Business and professional applications such as accounting and financial planning are projected to increase sharply, conference and noncredit offerings were expected to be instituted in five institutions, and credit programs were expected nearly to double. The largest subject area currently being taught was computer training. Introductory courses were projected to decline, however, and applications courses were projected to stay about the same. Fees ranged from none to $700 depending on course hours and level. Most institutions were experiencing and still expected an increase in teaching lab usage. IBM equipment was predominant among the 29 institutions with a computerized registration system, and 40 percent created their own program configuration. (The survey data are summarized on the copy of the questionnaire provided.) (MN)

ED 279 994 CG 019 803

Wilson, Thomas C.
Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0014
AVAILABLE FROM- ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Coping; *Counseling Services; *Counselor Role; *Crisis Intervention; Death; *Disease Control; Health Education; Public Health; Social Support Groups
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; ERIC Digests

This fact sheet considers the counselor's role in dealing with Acquired Immune Deficiency Syndrome (AIDS). Three counselor roles are examined: (1) direct counseling for those affected by AIDS; (2) coordination of support systems for victims of AIDS; and (3) education. Seven recommendations for health professionals dealing with AIDS patients are listed. Eleven resource documents and two organizations are listed. (NB)

ED 280 052 CS 210 363

Allen, Michael S.
"Fishing" on the "Wooster Review": A Look at a Student Interpretive Community.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Editors; Higher Education; *Literary Criticism; Literary Genres; *Periodicals; Poetry; Short Stories; *Student Publications; Undergraduate Students; *Writing Evaluation; Writing for Publication
IDENTIFIERS- *Literary Magazines; Wooster Review (Ohio)

The "Wooster Review," a national literary magazine staffed by undergraduates, began in 1983 as an experiment in student publishing. A naturally formed interpretive community emerged as the "Review" developed: as students read, they noticed weaknesses or thought of other options the writer could have chosen; as they discussed, they began to argue their different readings and reveal widely different tastes and interpretations. Conscious of their own struggles with writing poetry and fiction, the student-editors, without direction or intervention, developed an interpretive community very much like that outlined by Stanley Fish in "Is There a Text in This Class?" The editorial decision-making process followed a pattern: (1) opening evaluations (a survey of opinions), (2) a move toward consensus, (3) reevaluation, and (4) decision (reached by the group, either by consensus or by vote). What was at stake in the decision-making process was not only an evaluation of a manuscript, but also the group's own sense of authority. The conflict between differing interpretations caused students to reconsider, to reevaluate their own readings, and introduced a sense of tentativeness into the acts of reading and interpreting on an individual level and in the group's sense of itself as a collective editor. (A partial transcript from a "Wooster Review" meeting is included.) (AEW)

Brown, Doris M.; Morrison, Marilyn
A Teacher-Professor Partnership Model for Career Ladder Assessment and Growth.
PUB DATE- 5 Aug 86
NOTE- 16p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Flagstaff, AZ, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; College School Cooperation; Coordinators; *Developmental Programs; Elementary Secondary Education; Higher Education; Incentives; *Inservice Teacher Education; Institutes (Training Programs); *Professional Continuing Education; Rewards; Self Actualization; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Promotion; Teacher Salaries
IDENTIFIERS- *Clayton School District MO; *University of Missouri Saint Louis

This paper discusses a career ladder plan developed by the Clayton (Missouri) School District and the teacher assessment procedure developed to implement that plan. The basics of the plan include (1) a 20-step basic salary schedule, (2) a system of incentives and rewards available to each teacher at each stage of the career ladder, and (3) an evaluation system designed to promote continued growth personally and professionally. For each of five career stages (Probationary, Internship, Career Teacher, Career Teacher Extended Status, and Career Teacher Portal), evaluations, expectations, and incentives are spelled out. To carry out these guidelines, the School of Education, University of Missouri, created a procedure for teacher assessment and growth involving (1) collection of teacher performance data; (2) analysis of data by the teacher, evaluation coordinators, and the teacher's supervisor; (3) selection of a professor to work with; (4) development of a growth plan; (5) implementation of the plan; and (6) a final report on the teacher's development. Growth objectives are divided into three phases: immediate, intermediate, and long term. The first two are to be accomplished during one year, and the third is to be accomplished over three years. Outcomes are discussed under the following headings: (1) Outcomes for the Individual Teacher; (2) Factors Important to Success; (3) Benefits to the University; and (3) Benefits to the School District. (WTH)

ED 280 185 EA 019 307

Larson, Elizabeth J. Hunt
M.A.P.S.: Mesa Action Planning System.
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
PUB DATE- Jan 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; Community Involvement; *Cooperative Planning; Cooperative Programs; Educational Assessment; Educational Cooperation; *Educational Planning; Elementary Secondary Education; Enrollment Projections; *Long Range Planning; Mission Statements; Participative Decision Making; *Policy Formation; Program Evaluation; Program Implementation; *School Community Relationship; School District Autonomy; School District Size
IDENTIFIERS- *Arizona (Mesa); Policy Implementation

This report describes implementation of a districtwide planning model in the Mesa, Arizona, Public Schools. Figures illustrate planning processes throughout the report. Intended as an implementive framework, the planning system's purposes are to assist decision making about resource allocation, program direction, progress measurement, and district ability to meet future challenges. The report outlines past planning activities, which were begun in 1968 to accommodate dramatic enrollment increases. An overview reports the phases of the planning model, which is designed to determine long- and short-range plans and which is a cyclical process relying upon participant collaboration. Key participants include community representatives, district personnel and administration and board members. Planning groups include the governing board, the superintendency, and the community-based planning, internal planning, and budget committees. During phase 1, broad goal statements are developed and reviewed by the superintendency, planning committees, and governing board prior to adoption. The community-based planning committee, during phases 2 and 3, evaluates the district's future and reviews community demographic trends, enrollment projections, and economy. The planning document produced by this group details challenges and opportunities for the future; it is also used for mission statement revision and strategy definition (phase 4). Departments, divisions, and schools develop long-range plans from documents developed at the district level, and the internal planning committee aggregates the plans, which form the long-range plan after board approval. Short-range plans are also created for the next school year. Phase 5 outlines activities during implementation. An appendix includes mission statements. (CJH)

ED 280 198 EC 191 783

Grosenick, J. K.; And Others
Program Inventory. National Needs Analysis Project: Fostering Quality Program Planning and Design in the Area of Serious Emotional Disturbance.
Missouri Univ., Columbia.; Oregon Univ., Eugene.
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Delivery Systems; *Emotional Disturbances; *Evaluation Methods; Field Tests; *Program Design; Program Development; Program Effectiveness; *Program Evaluation; Rating Scales; Test Construction; Test Reliability; Test Validity

The document consists of a 125-item evaluation instrument for use in assessing the overall plan and quality of programs in the area of serious emotional disturbance (SED) or behavior disorders. Questions are organized according to the following nine categories (based on identified components of a well-designed SED program): (1) respondent and program information; (2) program philosophy; (3) student needs and identification; (4) goals; (5) instructional methods and curriculum; (6) community involvement; (7) program design and operation; (8) exit procedures; and (9) evaluation. Rating scales are the predominant response format, but short answers and checklists are also used. An addendum provides information and background on the four major steps in development of the instruction: identifying components of a well-conceptualized SED program; developing specific items for the instrument; conducting a comprehensive field test; and revising the instrument based on input from field sites. The addendum also includes

information on methods for determining the reliability of the instrument and tables outlining percentages of school districts providing specified services. (JW)

ED 280 212 EC 191 800

Pueschel, Siegfried M.
An Overview of Down Syndrome.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Association for Retarded Citizens of the United States, National Headquarters, 2501 Avenue J, P.O. Box 6109, Arlington, TX 76006 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Daily Living Skills; Diseases; *Downs Syndrome; *Drug Therapy; Educational Diagnosis; *Educational Strategies; *Genetics; Hearing Impairments; Parent Counseling; Visual Impairments; *Vocational Aptitude

This booklet presents information regarding the history, incidence, and effects of Down Syndrome. The first chapter, presenting an historical perspective of the condition, provides information on counseling parents of Down Syndrome children, and the chromosome structures seen in Down Syndrome patients. The next chapter discusses medical aspects in Down Syndrome, including associated conditions such as visual and hearing disorders, immunological problems, thyroid disorders, congenital heart disease, intestinal disorders, skeletal abnormalities, and use of facial plastic surgery to alter facial features of Down Syndrome patients. A chapter on the treatment of persons with Down Syndrome considers effects of drug treatments. Educational strategies are discussed in the fourth section. The final two sections consider the world of work and living arrangements for individuals with Down Syndrome. (CB)

ED 280 226 EC 192 127

Obrzut, John E.; And Others

Cued Dichotic Listening with Right-Handed, Left-Handed, Bilingual and Learning-Disabled Children.

PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (15th, Washington, DC, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Bilingual Students; *Brain Hemisphere Functions; Elementary Education; Lateral Dominance; *Learning Disabilities; *Left Handed Writer; Listening
IDENTIFIERS- *Dichotic Listening

This study used cued dichotic listening to investigate differences in language lateralization among right-handed (control), left handed, bilingual, and learning disabled children. Subjects (N=60) ranging in age from 7-13 years were administered a consonant-vowel-consonant dichotic paradigm with three experimental conditions (free recall, directed left, directed right). A three-factor analysis of variance design revealed that control, bilingual, and learning disabled children produced the expected right-ear advantage (REA) suggestive of left hemisphere dominance for language processing whereas left-handed children produced a left ear advantage suggestive of right hemisphere superiority for language processing. The cued attention data derived from groups as well as from individual subjects suggested that in comparison to control children, left-handed children were greatly susceptible to attentional shifting similar to learning-disabled children but in the opposite hemisphere. Bilingual children were found not to be as strongly lateralized as controls but possibly less susceptible to attentional manipulation. Further lambda analyses conducted on individual subjects indicated that the magnitude and degree of perceptual asymmetry varied widely among some individuals of various anomaly groups. These findings lend support to the hypothesis that attentional factors have a greater influence on asymmetrical functioning for some anomalous groups of children

(i.e., left-handers and learning-disabled) while not affecting others (i.e., controls and bilinguals). (Author)

Revised Administrative Rules for Special Education and Rules for School Social Worker and School Psychological Services, Effective July 1, 1987.

Michigan State Dept. of Education, Lansing. Special Education Services.

PUB DATE- Nov 86
NOTE- 79p.; For related documents, see EC 192 139-140.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Qualifications; *Disabilities; *Educational Administration; Educational Diagnosis; Elementary Secondary Education; *Psychological Services; Public Education; School Districts; School Psychologists; *Social Workers; *Special Education; State Legislation; *State Standards; Teacher Qualifications
IDENTIFIERS- *Michigan

Revised administrative rules for special education and rules for school social worker and school psychological services in Michigan are presented. The rules (which take effect in July 1987) cover such areas as: general provisions (definitions of terms, determination of impairment); evaluation, eligibility, student assignment, and due process procedures; administration of programs and services; qualifications of directors and supervisors; qualifications of teachers and other personnel; financing; development and submission of intermediate school districts' plan; complaints; records and confidentiality; and functions, qualifications, and competencies of school social workers and school psychologists. (CB)

Jorgensen, Sue; Espey, Linda
Recruiting Special Education Personnel for Iowa Schools.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification.; Mountain Plains Regional Resource Center, Des Moines, IA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 70p.; Montage, pages 28-29, is marginally legible; Appendix C contains small print.
CONTRACT- 300-83-0186
AVAILABLE FROM- Mountain Plains Regional Resource Center, Drake University, Des Moines, IA 50311 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Employment Opportunities; Job Application; Program Evaluation; *Program Improvement; Public Education; Resources; *School Districts; *Special Education; *Special Education Teachers; State Standards; Statewide Planning; *Teacher Recruitment
IDENTIFIERS- *Iowa

This monograph provides ideas to help school district administrators in Iowa attract qualified special education teachers and related service personnel. A framework is provided for reviewing a district's current recruitment program and creative strategies are shared for improving recruiting efforts. Monograph sections contain: an overview of guide content and suggested use; three worksheets for assessing a recruitment program (elements of successful recruiting, prioritizing areas for improvement, and planning for improvement); discussion of elements of an effective recruiting program (including program organization, development and use of recruiting materials, identification of staff needs, announcement of vacancies, application processing, new staff orientation, and program monitoring and improvement); and resources. These include a 27-citation bibliography and three appendixes: a summary of the results of a survey undertaken to direct the development of this guide, a list of the larger circulation state and regional newspapers that will list teacher vacancies, and a chart displaying information about institutions which train special education personnel. (CB)

Maurice, Araya Rajatanavin
Language Needs Identification of Cambodian Refugees: A Case Study.
PUB DATE- Mar 86
NOTE- 46p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Cambodians; Case Studies; Comparative Analysis; *Educational Needs; Educational Objectives; Helping Relationship; *Intercultural Communication; Needs Assessment; *Refugees; Second Language Instruction; Social Support Groups
IDENTIFIERS- *Florida (Jacksonville)

Second language needs of Cambodian refugees sponsored by the Lutheran Social Services resettlement program in Jacksonville, Florida are reported. The study used observation, structured interviews, and periodic data collection to examine patterns of refugee interaction and to develop a profile of language needs for comparison with the program's existing curriculum. The major finding of the program is a pronounced tendency of the refugees to depend on third parties in situations requiring interaction with Americans. A tendency of the third parties to help these refugees to the extent that it interferes with their language acquisition and acculturation was found to compound this dependency. The sponsors' curriculum was found to correspond to the refugees' language needs established in the profile, but little English use was observed outside the classroom, suggesting the need to change the types of learning activities and services offered in the program. (MSE)

Strain, Jeris E.
C.C. Fries/Michigan Oral Approach Revisited.
PUB DATE- 2 Apr 86
NOTE- 18p.; Paper presented at a conference of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Methods; Audiolingual Skills; Communication Skills; Comparative Analysis; Conference Proceedings; Educational History; Educational Theories; *English (Second Language); *Intensive Language Courses; Learning Theories; Linguistic Theory; *Oral Language; Research Needs; Second Language Instruction; *Structural Linguistics; *Teaching Methods
IDENTIFIERS- *Fries (C C); University of Michigan

A symposium of language learning specialists reviewing C.C. Fries' Oral Approach to English language instruction developed and used at the English Language Institute of the University of Michigan is summarized. The thesis of the symposium was that the basic Oral Approach concepts had and continue to have a profound and far-reaching, though largely unacknowledged, effect on the teaching and learning of English as a second language. Participants examined Fries' underlying assumptions, focused on the intensive course that has emerged at Michigan, and compared it with contemporary methodologies to identify the influence of the basic concepts. The Oral Approach has been extended in many directions, but has also been confused with concepts and points of view that are really antithetical to its fundamental principles. More extensive empirical analysis of the approach's effectiveness is recommended. (MSE)

ED 280 299 FL 016 564

Catran, Jack
How to Speak Standard American English without a Foreign Accent. German Edition.
PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking; *English (Second Language); Error Patterns; German; Immigrants; Individual Instruction; *North American English; *Phonology; *Pronunciation Instruction; *Second Language Learning; Vowels
IDENTIFIERS- *Accents

This transcript of and guide to a two-cassette course designed to assist German immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 316 FL 016 581

Wallace, David L.
Dialogue Journals: A Tool for ESL Teaching.

PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Dialogs (Language); Educational Research; Elementary Secondary Education; *English (Second Language); Grammar; *Interpersonal Communication; Learning Activities; Second Language Instruction; Student Role; Syntax; Teacher Role; *Teacher Student Relationship; Vocabulary Development; Writing Improvement; *Writing Skills
IDENTIFIERS- *Dialogue Journals

Dialogue journal writing is a communicative language technique that can be used effectively in the English-as-a-second-language (ESL) classroom. In this approach, the teacher responds in writing to each journal entry by the student. It is a low-cost writing-fluency activity that is relatively easy to initiate and can provide an important bridge to the adult, English-discourse community. Student acquisition of writing skills under controlled conditions with individual attention is fostered. The technique can be used daily for intensive student/teacher interaction or less frequently for specific focus. Journal entries can be limited to class topics or include any issue of interest to the student. While the journals do not emphasize learning discrete language skills, they do teach vocabulary, grammar, and syntax, and the teacher's entries provide much comprehensible input. The method also de-emphasizes traditional student and teacher roles, since communication is the priority. In recent years there have been significant research findings supporting the use of dialogue journals as a teaching method for ESL students. (MSE)

ED 280 330 HE 020 145

Annual Report on Higher Education in New Mexico, 1986.
New Mexico State Commission on Postsecondary Education, Santa Fe.
PUB DATE- Jan 87
NOTE- 63p.; Charts in appendices contain small print.
AVAILABLE FROM- New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 87501-4295.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Board of Education Role; Budgeting; *College Planning; College Programs; Databases; Degrees (Academic); Economic Climate; Education Work Relationship; Enrollment Trends; *Higher Education; Needs Assessment; Resource Allocation; *State Aid; State Boards of Education; *Statewide Planning; Student Characteristics; *Student Financial Aid; Teacher Characteristics
IDENTIFIERS- Formula Funding; *New Mexico

The 1986 report of the New Mexico Commission on Higher Education first outlines responsibilities of the Commission and developments concerning the Board of Educational Finance and then considers the climate for higher education reform in New Mexico, including economic changes, career changes that require retraining and skill upgrading, and changing student demographics. The Commission is working to improve needs assessment for postsecondary education and data collection to promote planning, and has formed planning and advisory councils. Current academic issues include new graduate programs, an academic preparation for college project, and program reviews. Information is provided on student financial aid, including need-based funding of grants, loans, and work study programs; the Physician Student Loan Program; a Competitive Scholarship Program, tuition reciprocity agreements; waivers for Navajo Reservation residents; and Vietnam Veterans' Scholarship Program. Also covered are the issue of formula funding and developments and budgets for special schools and research and public service projects. Data on enrollments, degrees, faculty characteristics, and revenues and expenditures are appended. (SW)

Marsick, Victoria J.
Informal Learning in the Workplace: Models of Practice.
PUB DATE- 14 Nov 86
NOTE- 20p.; Paper presented at a conference entitled "The Adult: Models of Practice," sponsored by the Kellogg Foundation (New York, NY, November 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employees; *Experiential Learning; Higher Education; *Learning Experience; Management Development; *Models; *Organizational Climate; Participative Decision Making; Quality Circles; *Staff Development; Staff Orientation; Staff Role; *Work Environment

A model on learning that occurs in the workplace is discussed. Two theoretical frameworks are explored: multiple learning domains and action science. Four examples that reflect some of the characteristics of the new paradigm for learning in the workplace are included. The examples concern management development in a large business, a staff orientation workshop in an international organization, role behaviors in bureaucratic versus clarifying learning environments, and incidental learning based on action science. Several applications drawn from theory and practice are covered. First, self-directed learning plans can be developed by individuals with the help of self-selected facilitators (e.g., supervisors, mentors). A second application is the need to address reflection in work-related learning. This could be done by forming a voluntary peer group that provides a forum to identify and examine undiscussables in organizational life. A third applicaiton is the need to address feelings as well as reason. A final application that draws on action science principles and emphasizes the group context is action learning (e.g., multi-level task teams can be formed to monitor trends and issues that arise in the workplace). (SW)

ED 280 360 HE 020 176

Young, Denise L.; And Others

Relationships of Leadership and Student Effort to University Program Quality.

PUB DATE- Apr 86

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; College Programs; *Educational Quality; Higher Education; Interpersonal Relationship; *Leadership; Learning Experience; *Masters Programs; Regional Schools; Student Attitudes; *Student Experience; Student Participation; *Teacher Attitudes

Links between program quality and the quality of students' experience (or student effort) and the quality of academic leadership were explored through an examination of 10 master's programs in 81 departments at a set of regional universities. Rasmussen's leadership instrument was completed by 90 faculty members, and a modified version of the Pace "Quality of Student Experience" instrument was completed by 270 advanced graduate students. Students assessed their academic experience, participation in selected activities, participation in social events and interpersonal experiences with other students and faculty, and their overall experience in the academic program (e.g., personal development, opinion of the program). Rasmussen's leadership instrument covered several areas concerning administrators' performance: fund acquisition and management of funds, their contribution to the academic and research environment, and administrators' level of skills in interaction with faculty and others. The most interesting finding was that academic performance was slightly more important to program quality than administrative performance. Negative relationships were also considered in detail. (SW)

Mei, Dolores M.; And Others
College Bound Program, 1984-85. Final Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *College Preparation; Educational Objectives; Higher Education; *High Risk Students; Mathematics Skills; Program Evaluation; Public Schools; Pupil Personnel Services; Reading Skills; Skill Development; Writing Skills
IDENTIFIERS- *College Bound Program; *New York (New York)

Evaluation results for the College Bound (C.B.) program at New York City public schools are presented. The C.B. program seeks to improve reading and mathematics skills of high school students who are 2 or more years below grade level and to prepare these students for college. It includes basic skills instruction in reading, career and college preparation, and intensive guidance services. During the 1984-1985 school year, C.B. programs operated in 22 high schools. Performance measures for reading, writing, and mathematics achievement of full-year and half-year students are assessed in this study, which also focuses on programmatic goals related to process writing. Assessment shows that the program met its reading and writing objectives and its half-year mathematics objective, but did not meet its full-year mathematics objective. Teachers were trained to use the process approach to writing (i.e., involving students in a cycle of pre-writing exercises, drafting, revising, and editing). It was recommended that C.B. should: continue to provide an integrated approach to guidance and basic skills classes, with attention to mathematics instruction; and encourage teachers of subjects other than English to use process writing techniques as a way to increase student writing across the curriculum. (SW)

ED 280 388   HE 020 239

Jacobson, Harvey K.; And Others
Setting the Agenda in Fund Raising Research: Lessons from Contrasting Strategies. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; Cost Effectiveness; *Fund Raising; *Higher Education; Institutional Advancement; *Institutional Research; Liberal Arts; Models; Philanthropic Foundations; *Private Colleges; *Private Financial Support; Program Effectiveness; *Research Design
IDENTIFIERS- *AIR Forum

Three strategies for conducting research on private gift fund raising in higher education are discussed to promote interaction between institutional researchers and fund-raising officials. Attention is directed to: progress on standardized reporting for cost-effectiveness research; applications of a model for measuring effort, performance, and effects of fund-raising programs; a study of foundation support in private liberal arts colleges; and a study of educational fund raising in church-affiliated colleges. The three strategies consist of a process model, a predictive/prescriptive model, and a purposive subsets model. The Jacobson process model is advantageous to researchers who wish to consider system changes over time and it also allows decision makers to state program objectives in terms of indicators. The Dean study of small church-related colleges advances a predictive formula for determining fund-raising potential and presents modifications in the formula that allows it to be used prescriptively to examine fund-raising potential and to maximize efforts directed at obtaining funds. The purposive subsets approach by Mack focuses on samples of Liberal Arts II colleges and foundations. A five-page reference list concludes the document. (SW)

ED 280 403 HE 020 254

Grosset, Jane M.; Hawk, Thomas R.
Construction and Application of a Socio-Economic Status Variable. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 37p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Community Colleges; Economic Factors; Educational Attainment; Grade Point Average; Higher Education; *High Risk Students; Income; Institutional Research; Low Income Groups; Models; *Predictor Variables; Reading Skills; *Socioeconomic Status; *Student Attrition; Two Year Colleges; *Two Year College Students; Unemployment
IDENTIFIERS- *AIR Forum; *Community College of Philadelphia PA

A socioeconomic status (SES) variable was developed and tested as a way to help identify high risk college students at the Community College of Philadelphia. Each city zip code was placed into either the lower, middle, or upper category, and students were assigned a SES measure based on their resident zip code. Using city-wide census data, the following five categories of economic and social indicators were available for all the 49 zip codes: population, income, poverty, educational attainment, and employment in the civilian labor force. Seven out of 13 variables were retained and factor analyzed: mean per-capita income, median household income, percentage of persons below the poverty level, percentage of high school and college graduates, percentage of individuals on unemployment, and percentage of individuals on work disability. Significant differences were found across SES groups for the following high-risk student indicators: reading placement test scores, grade point average (GPA), and course withdrawals. The SES variable was also applied in a holistic assessment for four outcome groups: high GPA dropouts, low GPA dropouts, students who were still enrolled, and completors. Numerous tables and a map are provided. (SW)

Strydom, Andries H.; Labuschagne, Maria J.
Expanding Roles: New Directions and New Expectations in Institutional Research and Development in a Developing Country. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Planning; Coordination; *Developing Nations; Faculty Development; Foreign Countries; *Higher Education; *Institutional Research; *Research Projects
IDENTIFIERS- *AIR Forum; *South Africa

A national project in the Republic of South Africa (RSA) to facilitate and coordinate institutional research efforts and the research activities at individual universities is described. A proposal for a comprehensive research project on higher education in RSA is included. One project at the University of the Orange Free State (UOFS) is designed to develop a theoretical framework for academic management to promote efficiency and effectiveness in education and research at universities. Leadership development activities at UOFS focus on academic planning in 1986 and faculty development and evaluation in 1987. Difficult issues include: the extent to which institutional research can be coordinated; how the exchange of institutional research results and information can be encouraged; how to share in expertise existing in the United States and elsewhere; and how to determine priorities in institutional research. Information is provided on population trends in South Africa, educational expenditures, and planning to equalize educational opportunities. (SW)

ED 280 432 IR 012 568

Basic Programming II: Course Guide. Revised Edition.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-86-9863
PUB DATE- Jun 86
NOTE- 205p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Classification; Computer Graphics; *Computer Literacy; Computer Science Education; Course Descriptions; *Course Objectives; Ethics; *Learning Activities; Mathematics Instruction; *Microcomputers; *Programing; Programing Languages; Resource Materials; Secondary Education; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- *BASIC Programing Language

This guide is designed to provide teachers with guidelines and suggested activities for teaching a one-semester advanced programming course--BASIC Programming II--for the ninth through twelfth grades. Although primarily oriented toward mathematics, the guide does offer sample applications in business that also address the needs of students with a variety of academic backgrounds. Intended to serve as a framework of goals and activities upon which the teacher can organize, build, and expand his or her course, the guide provides a course description, course requirements, a course outline, a syllabus, course management considerations, sample activities and programs, and suggested resources. The activities include teaching strategies for introducing concepts, developing specific skills, or reinforcing previously learned aspects of BASIC. Topics covered include a Review of Hardware/Software Considerations, Structured Programming via Subroutines, Subscripted Variables and Problem-Solving Strategies, BASIC Functions and Graphics, File Handling and Term Project, Data Structures, and Computer Ethics and Impact on Society. A taxonomy of goals, objectives, and student expectations is appended, as well as

samples of forms for use with the course, a description of a motivation technique, ASCII codes, and lists of recommended textbooks, teaching aids and references, software, and audiovisual materials. (DJR)

ED 280 445 IR 012 581

Wiget, Lawrence A.
Computer Use in Primary School Education and the Trend of Educational Software: An Alaskan Perspective.
PUB DATE- 25 Oct 86
NOTE- 24p.; Paper presented at EDUTEC '86, the all Japan Annuel Education Technology Research Congress (12th, Tokyo, Japan, October 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; *Curriculum Guides; Educational Planning; Elementary Education; *Financial Support; Inservice Teacher Education; Instructional Effectiveness; Media Research; *Microcomputers; Optical Data Disks; *Research Needs; School Districts; School Libraries; Union Catalogs
IDENTIFIERS- *Alaska

This examination of microcomputer use in primary schools begins by comparing the national data for elementary schools for 1984-1985 with the findings of a study of seven elementary schools in the Anchorage (Alaska) School District (ASD) which was conducted in the same year. Current research findings are cited in a discussion of assumptions about the instructional effectiveness of computers, and it is noted that the overall results of the ASD study failed to show that the computers have been either effective or ineffective in improving academic achievement. A description of the process used by ASD to integrate computers into the primary school classroom highlights coordination, including the development of a scope and sequence guide together with long range goals and objectives to ensure uniformity within the curriculum; provisions for inservice teacher training; provisions for maintenance and repair of the microcomputers; the acquisition of hardware and software; and a systematic approach to instruction. A brief description of teacher use of computers includes the names of software used for various purposes, and a discussion of trends in educational software focuses on applications programs for students and the use of CD-ROM for a district-wide union catalog of school library holdings. It is concluded that, although computers in the

classroom are still in the experimental stage, they can be successfully implemented at the elementary level if adequate leadership, funding, and inservice training are provided. (BBM)

ED 280 458 IR 012 595

Armstrong, Jeffrey
Faculty Guide to: TIE (Televised Interactive Education).
Eastern Iowa Community Coll. District, Bettendorf.
PUB DATE- Apr 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Descriptions; *Distance Education; Educational Objectives; Educational Philosophy; *Educational Television; Faculty Handbooks; Teaching Methods; *Telecommunications; Two Year Colleges; Visual Aids
IDENTIFIERS- Eastern Iowa Community College; *Televised Interactive Education System

Intended to assist faculty of the Eastern Iowa Community College in using the District Microwave Telecommunications System, this handbook includes the following: (1) a statement of the philosophy and intent of the system; (2) its long term goals; (3) general information on the televised interactive education (TIE) system; (4) keys to being an effective TIE instructor; (5) responsibilities of campus monitor/support person for TIE courses; (6) format for the first TIE class meeting; (7) instructions for operating the TIE podium controls; (8) points to remember about remote site students; (9) TIE teaching tips; (10) TIE troubleshooting guide; (11) a guide to the design of visual materials; (12) suggestions for the course syllabus; (13) class request and course evaluation forms; (14) a process for selecting courses to be delivered via the Microwave Telecommunications System; and (15) sketches and descriptions of classroom and podium design. (MES)

IFLA General Conference, 1986. Bibliographic Control Division. Section: Bibliography. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 87p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Bibliographies; *Cataloging; Developed Nations; *Developing Nations; Doctoral Dissertations; Foreign Countries; Indexing; International Organizations; Library Associations; *Machine Readable Cataloging; National Libraries; Networks
IDENTIFIERS- *Asia; China; Malaysia; MARC; *National Bibliographies; Nonroman Scripts; USSR

Papers on bibliographic control presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Bibliographic Interchange/Coordination in Southeast Asia (Huck Tee Lim, Malaysia); (2) "Project for 'Chinese National Bibliography' and Its Progress" (Huang Jungui, China); (3) "Subject Bibliography in the Twenty-first Century" (Guy Marco); (4) "Bibliographic Information Interchange in East Asia" (Hiroshi Tanabe, Japan); (5) "Development of Bibliography on Asian Countries in USSR" (N. P. Igumnova, USSR); (6) "Doctoral Dissertations on Asia--The Issue of Bibliographical Control and Access" (Frank Joseph Shulman, United States); and (7) "Bibliographical Developments in Malaysia with Special Reference to the National Library" (Donald E. K. Wijasuriya, Malaysia). (KM)

ED 280 487 IR 051 846

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Libraries for Disadvantaged People. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 73p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986). Some pages have light type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bibliotherapy; Foreign Countries; *Hearing Impairments; *Hospital Libraries; Information Needs; International Organizations; Library Associations; Library Services; *Prison Libraries; *Videotape Recordings; Word Processing

IDENTIFIERS- *Easy Reading Books; Japan; Poland; United States

Papers on libraries for disadvantaged people presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Hearing Impaired Persons and Libraries--The Status Quo in Japan" (Shuuichi Matsunobu, Japan); (2) "A Production System of Captioned Video Tapes Using Japanese Word Processors" (Satoshi Nishikawa, Japan); (3) "Hospital Libraries in Poland" (Franciszek Czajkowski, Poland); (4) "On Bibliotherapy" (Masamoto Higuchi, Japan); (5) "The Information Needs of Inmates and the Prison Library" (Stephen M. Mallinger, United States); and (6) "How to Publish Easy Reader Books--A Model" (Beata Lundstrom and Elsie Bellander, Sweden). (KM)

ED 280 502 IR 051 861

Robinson, Margaret J.
The Bay Area Literacy Referral Network. Final Report.
California State Library, Sacramento.
PUB DATE- Dec 86
NOTE- 90p.; For evaluations of the California Literacy Campaign, see ED 263 917 and IR 051 862.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Financial Support; *Library Services; *Literacy Education; Program Descriptions; Program Effectiveness; *Program Evaluation; *Program Implementation; Publicity; Public Libraries; Questionnaires; *Referral
IDENTIFIERS- Answering Services; *Bay Area Literacy Referral Network CA; California; Library Services and Construction Act

This report summarizes the results of a feasibility study of the Bay Area Literacy Referral Network (BALRN), a local literacy referral system established in 1985 by the coordinators of the 13 Bay Area literacy projects, which in turn were established by the California Literacy Campaign initiated in 1983. Funded with Library Services and Construction Act funds, BALRN was designed to test the feasibility of establishing a commercial toll-free telephone referral service as a regional measure to improve access to literacy assistance, and to evaluate various elements of the referral system. Evaluation of BALRN included such considerations as the ability of the answering service operators to be sensitive and encouraging to the callers and to provide accurate and timely referrals. Based on the evaluation, it was decided to continue the system and support it with local funds. Lessons learned during BALRN's implementation are described and final recommendations are summarized. In addition, chapters on the implementation process include discussions of the referral service, the referral process, the evaluation process, project findings, media coverage for the 800-number referral service, managing BALRN, and making the transition from federal to local funding. The text is supplemented with seven tables and two exhibits, and additional information is provided in thirteen appendices which include the BALRN

questionnaire and responses, the operators interview questionnaire and responses, the BALRN data collection log, and sample public service announcements. (KM)

ED 280 516 JC 870 126

Hannon, Jack; And Others
Hispanic Student Survey, Spring 1985. Preliminary Report.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- 15 Apr 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Ethnic Groups; Family Characteristics; *Hispanic Americans; *Mexican Americans; Minority Groups; Spanish Speaking; *Student Attitudes; *Student Characteristics; *Student Research; Two Year Colleges; *Two Year College Students

In spring 1985, a study of Hispanic students attending Mesa (Arizona) Community College (MCC) was conducted by a "Sociology of the Chicano Community" class. A 100-item interview schedule was developed and administered to a sample of 45 students. Study findings included the following: (1) 42% of the students chose "Mexican-American" as their ethnic identification, 26% chose "Mexican," and 23% chose "Hispanic"; (2) 80% of the students were born in Arizona, as were 57% of their parents; (3) 32% of the students indicated that their father had a semiskilled occupation, 25.6% had a skilled occupation, and 16.3% had a white collar occupation; (4) nearly 50% of the students listed "8th grade or less" as their fathers' educational level; (5) 30% of the students reported growing up in a "barrio"; (6) 37 of the 45 respondents were working; (7) 64% felt that they had received no counseling assistance in high school; (8) while 24 of the respondents had felt no prejudice or stereotyping at MCC, 21 had felt such prejudice from fellow students, the administration, faculty, or a combination of these groups; and (9) over half of the respondents indicated that they were experiencing no financial difficulties. Survey data are appended. (LAL)

ED 280 529 JC 870 164

Collins, Elizabeth Carol
The Impact of Evaluation on Community College Faculty Effort and Effectiveness.
Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE- 86
NOTE- 74p.; The survey instrument contains small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Instruction; Community Colleges; Curriculum Development; Evaluation Needs; *Evaluation Utilization; *Faculty Evaluation; *Performance Factors; *Professional Development; Questionnaires; State Surveys; Teacher Attitudes; *Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *Florida

A study was conducted to examine the relationship between community college faculty's perceptions of the frequency of evaluation activities and their perceptions of their own effectiveness and effort in classroom teaching, curriculum development, professional development, college service, student advising, and maintenance activities. A questionnaire was mailed to a sample of 500 full-time faculty members in the 28 Florida community colleges. Study findings, based on an 82% response rate, included the following: (1) 24% of the respondents indicated that they were evaluated frequently or very frequently with respect to classroom teaching, while 45% reported that they were evaluated seldom or occasionally, and 31% indicated that they were never evaluated in this area; (2) 14% indicated that they were evaluated frequently with respect to professional development, student advising, and college service; (3) 19% indicated they were evaluated either formally or informally on a frequent basis; (4) there was a statistically significant association between frequency of evaluation and perceived effectiveness in relation to effort (leverage) for the tasks of classroom teaching, curriculum development, and college service; (5) the strongest positive relationship between frequency of evaluation and leverage was found for the tasks that were perceived as most active; and (6) for the tasks of curriculum development and college service, there was a statistically significant association between perceived frequency of evaluation and perceived effectiveness and no statistically significant association between evaluation frequency and perceived effort. The survey instrument is appended. (LAL)

ED 280 543 JC 870 185

Oregon Community Colleges, 1985-1986 Fiscal Year.
Oregon State Dept. of Education, Salem. Community Coll. Div.
PUB DATE- Apr 87
NOTE- 21p.; Pages 4-20 printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; *Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; Financial Support; Full Time Equivalency; Income; Property Taxes; *State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *Oregon

Statistical data for the 15 campuses of the Oregon community college system are presented in a series of 10 tables. Table I presents the percentage distribution of enrollment by major instructional program by college, 1985-86. Table II shows student full-time equivalencies by program for summer, fall, winter, and spring terms, 1985-86. Table III displays unduplicated student headcount data by program, gender, and college. Table IV offers information on the full-time and headcount enrollment of each campus as a percentage of state totals. Table V shows the full-time equivalent (FTE) enrollment increase by institution for reimburseable programs and for all programs between 1984-85 and 1985-86, while table VI looks at FTE increase by instructional program for the same period. Tables VII and VIII present data on 1985-86 approved operating costs for reimbursable programs, while table IX offers information on total operating costs, and reimbursable, non-reimbursable, and separate contract programs. Finally, table X provides figures on 1985-86 property taxes, derived from the tax rolls from each county. (EJV)

ED 280 557 PS 016 319

Report and Recommendations on Infant Mortality in Mississippi.
Mississippi Governor's Office of Human Development Commission for Children and Youth, Jackson.
PUB DATE- Nov 85
NOTE- 19p.; Developed by the Infant Mortality Task Force.
AVAILABLE FROM- Commission for Children and Youth, 301 West Pearl Street, Jackson, MS 39203-3093.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Birth Weight; Coordination; Financial Support; *Government Role; Guidelines; *Infant Mortality; *Intervention; Prevention; *Program Development; Standards; *State Action; State Programs
IDENTIFIERS- *Mississippi; Perinatal Education

Mississippi continues to lead the nation in excessive infant deaths, as shown by the 1984 infant mortality rate of 14.4 deaths per 1,000 live births. This report offers recommendations for actions that should be taken by various entities to rectify the problem. Recommendations are made in the areas of (1) public awareness of teen pregnancy problems and prenatal care benefits; (2) guidelines, standards, and coordination of public health maternity programs; (3) education for care providers; (4) finance of public access to care as related to medical malpractice insurance, Medicaid, uncompensated care, maternal and infant transport, and the University of Mississippi Medical Center; and (5) the development of recommended interventions to prevent low-birthweight in Mississippi. (RH)

State Wide Intraeducational and Interagency Approach to Meeting the Vocational Needs of a Wide-Range of Disabled Learners. Final Report.

California State Dept. of Education. Sacramento. Office of Special Education.; California State Dept. of Education, Sacramento. Office of Vocational Education.; California State Univ., Sacramento.; California State Univ., San Diego.; California State Univ., San Francisco.

PUB DATE- Oct 86
NOTE- 353p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Career Education; Computer Uses in Education; Counselors; *Counselor Training; Curriculum Development; Daily Living Skills; *Disabilities; *Educational Cooperation; Federal Legislation; Higher Education; Interdisciplinary Approach; Interpersonal Competence; *Learning Modules; Parent Participation; School Business Relationship; Special Education Teachers; State Legislation; Statewide Planning; *Teacher Education; Transitional Programs; *Vocational Education; Vocational Education Teachers; Vocational Rehabilitation; Vocational Training Centers
IDENTIFIERS- *California; Job Training Partnership Act 1982

A project was designed to improve employment preparation, development, and opportunity for handicapped learners through preservice training of California personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarizes the purpose, design, management, and evaluation of the project, providing information on the number of people trained, impact on other institutions and programs, accomplishments to date (3 years into the project), changes in goals and resources, evaluation methodology and criteria, and effects of the program on those being served. Appendices (the larger portion of the document) present information on the evaluation plan, results and benefits expected, competencies to be achieved by participants, project participants, advisory committee members, and project impact on one institution. Also appended are 17 preservice training modules on the following topics: relevant state and federal legislation; resources; social security services; Job Training Partnership Act; use of microcomputers with special learners; funding; computer based vocational guidance systems; planning for change; process strategies for collaboration; parental involvement for transition; private industry collaboration; job training station task forces; community living skills; adaptive devices; community business inventories; negotiating work training stations; and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (CB)

ED 280 241 EC 192 142

IMAGES: Illinois Manual for Assuring Guaranteed Educational Services for Special Education. Fifth Edition.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

PUB DATE- Jul 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Compliance (Legal); Elementary Secondary Education; Parent Attitudes; Preschool Education; *Program Evaluation; *School Districts; Self Evaluation (Groups); *Special Education; *State Standards
IDENTIFIERS- *Illinois; Monitoring

This manual lists the procedures followed and presents the checklists used by the Illinois State Board of Education to monitor school districts' special education programs to ensure that the districts meet minimum standards for educational programs, personnel, and fiscal management practices. The first section presents an overview describing the purposes and philosophy of special education monitoring in Illinois. A summary providing descriptions of major activities and projected outcomes for each phase of the compliance monitoring process is in the next section. Documentation which should be provided to the monitoring committee before on-site assessment occurs is listed in the third section. Check lists for reviewing student files and for eliciting parent attitudes are presented in the next two sections. The sixth section contains 31 standards for monitoring various aspects of the school districts' special education programs. Each standard has one or more investigative hypotheses for the monitoring committee to assess. Each hypothesis is given one of the following designations: compliance, corrective action needed, not reviewed, or undetermined. Standards cover such areas as handicap identification, referral of students, student evaluation, educational conferences, and resource programs. (CB)

Thomas, Barry; And Others
Academic Alliances: Should You Be a Member of a Teacher Collaborative?
PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on the Teaching of Foreign Languages and Literatures (10th, Youngstown, OH, October 24-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Cooperative Planning; Educational Improvement; Educational Trends; Higher Education; *Language Teachers; Networks; Professional Development; Second Language Instruction; *Teacher Associations; Trend Analysis
IDENTIFIERS- *Academic Alliances; *Ohio University

A discussion of the academic alliance movement in foreign languages, in which regional and local groups are formed for the support and promotion of language teachers and programs, is presented. The first section presents a brief general history of the movement, describes the development of the Ohio Valley Foreign Language Alliance at Ohio University, and gives some suggestions about the mechanics of creating an alliance group. The second section supplies examples of the benefits of alliance participation from a college teacher's point of view. The third section describes the advantages of a collaborative from the perspective of a high school language teacher. (MSE)

ED 280 285 FL 016 546

Bloor, Meriel; Bloor, Thomas
Languages for Specific Purposes: Practice and Theory. CLCS Occasional Paper No. 19.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Awareness; Educational Needs; *Educational Theories; *English for Special Purposes; *Languages for Special Purposes; Language Usage; Language Variation; Learning Theories; Linguistic Theory; Relevance (Education); Second Language Instruction; Student Motivation; Teacher Role; *Teaching Methods

A discussion of the practice and theory in the teaching of language for specific purposes (LSP) focuses on the ways in which the LSP experience, and especially experience in English for specific purposes (ESP), compels a new evaluation of certain theoretical positions in applied linguistics and second language learning. It concludes that: (1) the major problem in identifying the theoretical base of ESP stems from the confusion between a model of a theory of language and a model of a theory of language learning; (2) the success of LSP may be accounted for only when it is understood that linguistic competence comes from language in use in specific situations; (3) LSP uses teaching strategies that are incompatible with certain theories of language learning; (4) language can be learned in a variety of ways, but the use of language is learned in appropriate contexts; and (5) in most cases, the teaching of language involves much more than providing the optimum circumstances for acquisition, and the teacher is also responsible for teaching aspects of language use that must be taught even to native speakers: cultural conventions and the system and uses of literacy. Six pages of references are included. (MSE)

ED 280 300 FL 016 565

Catran, Jack
How to Speak Standard American English without a Foreign Accent. Vietnamese Edition.
PUB DATE- 86
NOTE- 57p.

AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking; *English (Second Language); Error Patterns; Immigrants; Individual Instruction; *North American English; *Phonology; *Pronunciation Instruction; *Second Language Learning; Uncommonly Taught Languages; Vietnamese; Vowels
IDENTIFIERS- *Accents

This transcript of and guide to a two-cassette course designed to assist Vietnamese immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 317 FL 016 582

Comparative Reading Comprehension Skills of Grade 4 and 7 Students in a Chicago Mastery Learning Program, 1985-86 (A Supplement to the Longitudinal Study of the Grade 5 Cohort).

York Region Board of Education, Aurora (Ontario).

PUB DATE- May 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; Comparative Analysis; Correlation; Elementary Education; Experimental Programs; Foreign Countries; Grade 4; Grade 7; Junior High Schools; Longitudinal Studies; *Mastery Learning; *Program Effectiveness; *Reading Comprehension; Reading Tests; Statistical Analysis
IDENTIFIERS- *Chicago Mastery Learning Reading Program

A study of one grade cohort of students taught in a Chicago Mastery Learning Reading (CMLR) Program was extended to two additional cohorts, one older and one younger than the original group but who were taught using the same method. The students' reading comprehension test scores were compared with those of students in other schools, not taught by the CMLR method. The findings were similar to those for the original group, showing the younger students' performance to be slightly lower than the control group's and the older students' to be higher than national, regional, and control group norms. The apparent inconsistency of program results across years suggests that any CMLR program impact should be looked for by other means. (MSE)

ED 280 459 IR 012 596

Flexible Designs for Learning. Report of the World Conference of ICDE--International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1985).

International Council for Distance Education.

REPORT NO.- ISBN-0-9589410-1-7

PUB DATE- Aug 85

NOTE- 92p.; Photographs will not reproduce clearly. For the report on issues for attention, see ED 279 316.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Distance Education; *Educational Technology; Global Approach; Higher Education; *Instructional Design; International Organizations; *Telecommunications

IDENTIFIERS- Australia; Learner Centered Instruction

These proceedings of a world conference of the International Council for Distance Education (ICDE) contain the full text of the following conference presentations: (1) Official Opening (Senator Susan Ryan, Australia); (2) President's Address (John Daniel, Canada); (3) "The Broady Lecture: Opportunities of Distance" (Geoffrey Bolton, Australia); and (4) "Distance Learners, Telecommunications and the Technology/Pedagogy Gap" (James W. Hall, United States). A plenary session which identified such issues as identity of distance education, integration of different types of programs, growth in access and resource provision, learner-centeredness, flexibility, and assessment is summarized. Also provided are ICDE business meetings; reports on regional activities, current research, the conference program, and pre-conference workshops and visits; a message from the new president; an announcement of the 14th World Conference; a summary of proposed activities and initiatives; and a list of delegates. (MES)

ED 280 473 IR 051 832

IFLA General Conference, 1986. Bibliographic Control Division. Section: Cataloguing. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 51p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; Developed Nations; Foreign Countries; Global Approach; Government Publications; *Indexing; International Organizations; Library Associations; *Library Automation; Machine Readable Cataloging

IDENTIFIERS- Belgium; *Bilingual Catalogs; *International Standard Bibliographic Description; Japan; Nippon Cataloging Rules

Papers on cataloging which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Cataloging of Government Documents in the Age of Automation" (Chong Y. Yoon, United States), which discusses the use of MARC (Machine-Readable Cataloging) formats to integrate government documents into the traditional library catalog and thereby provide better access for users; (2) "Bilingual Automated Cataloguing in Belgium" (Josiane F. D. Roelants, Belgium), which summarizes the bilingual automated cataloging process at the Royal Library Albert I of Belgium; (3) "No-Main-Entry Principle in the Cataloging Rules--The Historical Background of the Nippon Cataloging Rules (NCR)" (Tadayoshi Takawashi, Tsutomu Shihota, and Zensei Oshiro, Japan), which traces the historical development of the no-main-entry principle in Japan, describes how it came to be adopted in NCR1977, and estimates its value in the age of the computer catalog; and (4) "Harmonization of the ISBDs (International Standard Bibliographic Descriptions)" (Ross Bourne, United Kingdom, and Lucia Rather, United States), which discusses the review and modification of the ISBDs that was initiated in 1980. (KM)

ED 280 488 IR 051 847

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Library Services to Multicultural/Multilingual Populations. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 77p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Asian Studies; Audiovisual Aids; Foreign Countries; *Information Services; *Intercultural Programs; International Organizations; Library Associations; Library Materials; Library Networks; Literacy; *Minority Groups; *Multilingual Materials

IDENTIFIERS- Korea; MARC; USSR

Papers on library services to multicultural and multilingual populations presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Use of New Technologies to Foster Literacy among Minorities" (Shmuel Sever, Israel); (2) "Information Services for Culturally Suppressed Groups" (Elaine Kempson, United Kingdom); (3) "Innovative Audio-Visual Library Projects for Ethnic and Linguistic Minority Groups" (Emma Cohn, United States); (4) "Why Asia Hall? Its Purpose and Grassroots Preparation" (Katsuharu Sakaguchi, Japan); (5) "Libraries Serving Multinational Population of the USSR" (I. K. Nazmutdinov, USSR); and (6) "On Establishing the Standard Character Code System in Korea and Its Application on Korea MARC Data Base" (Kyu-Seob Hyeon, Korea). (KM)

Washington Community Colleges Fall Quarter Report, 1986.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 87
NOTE- 57p.; Prepared by the Information Services and Enrollment Planning Division.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Administrators; Age; College Faculty; *Community Colleges; Courses; *Enrollment Trends; Ethnic Groups; Females; Financial Support; Full Time Equivalency; Males; Personnel Data; Salaries; *School Personnel; State Surveys; *Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Washington

Fall 1986 data on enrollments, student characteristics, and personnel at Washington community colleges are provided in this report and contrasted with historical data for 1980 through 1985. First, report highlights are presented, indicating: (1) fall 1986 enrollment increased by 3.5% over fall 1985; (2) 43% of the community college courses offered were academic, 36% vocational, 13% basic skills, 6% contractual, and 2% avocational; (3) racial diversity, enrollment of students over 30, and enrollment in academic and basic skills courses continued to increase; and (4) 16 colleges experienced increased enrollments over the previous fall and 8 experienced declines. The first section of the report focuses on student characteristics, providing data on students by full-/part-time status, age group, gender, race, and day/evening status, as well as information regarding retraining students and a summary of student headcount characteristics. The second section presents enrollment data by course characteristics, with tables providing overviews of enrollment by funding source, course intent, subject, time, and location. The third section offers employment status data on faculty and administrative personnel, and classified staff for the system as a whole and by college. Definitions are appended. (LAL)

ED 280 558 PS 016 331

Calvert, Patty
Responses to Guidelines for Developmentally Appropriate Practice for Young Children and Montessori.
PUB DATE- 14 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; *Educational Practices; *Educational Principles; *Guidelines; *Montessori Method
IDENTIFIERS- *National Association Educ of Young Children

Three central components of the Montessori method are described and shown to be reflected in the National Association for the Education of Young Children's (NAEYC) guidelines for developmentally appropriate curricula. NAEYC guideline 1C states, "Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials"; this is a statement of a basic Montessori principle. A second Montessori principle concerning "sensitive periods" is reflected in the entire body of the NAEYC guidelines. A third principle common to both Montessori practice and the NAEYC guidelines is the idea of the teacher as an observer. It is concluded that, if early childhood educators intend to follow the NAEYC guidelines, they will be behaving very much like Montessori teachers. (RH)

ED 280 173 EA 019 283

Kohl, Jeanne
Formal Legal Rationality in Law Enactment vs. Actual Behavioral Change: The Sex Equity in Education Act in California.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (Eugene, OR, April 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Colleges; Court Litigation; *Equal Education; Higher Education; *Justice; *Sex Discrimination; *Sex Fairness; State Departments of Education; State Legislation; Universities
IDENTIFIERS- California; Grove City College v Bell; *Sex Equity in Education Act (California 1983)

Legislative mandates on sexual discrimination do not necessarily guarantee enduring change, as is demonstrated by the reinterpretation by the United States Supreme Court of Title IX of the Education Amendments to the Civil Rights Act of 1964. In the landmark decision in "Grove City College v. Bell" in 1984, the court ruled that Title IX, which states that no person shall be subjected to discrimination under any educational program receiving federal assistance, was applicable only to the college's student financial aid program because it was the only program receiving federal funds. This article presents a case study of political action in California where a "State Title IX" law, which became known as the Sex Equity in Education Act, was signed into law in 1982. An account is provided of follow-up actions occurring as a result of women organizing and preparing a model for implementing the new law. Development and enactment of the California State "Title IX" bill is outlined, along with steps taken and the benefits received. Project ARISE is described, outlining model regulations for sex equity in education. Figures on women's employment and education are given citing slow or nonexistent growth. Nine references conclude the paper. (WTH)

ED 280 199 EC 191 784

Symposium on Public Policy and Educating Handicapped Persons (Racine, Wisconsin, September 10-12, 1981).

American Association of Colleges for Teacher Education, Washington, D.C.; Council for Exceptional Children, Reston, Va.; Kansas Univ., Lawrence. Center for Public Affairs.

REPORT NO.- ISBN-0-918592-60-7
PUB DATE- Jan 83
NOTE- 261p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Change; Educational Cooperation; Educational Diagnosis; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Futures (of Society); Higher Education; Instructional Development; *Instructional Effectiveness; Intervention; Mainstreaming; Public Education; *Public Policy; *Special Education

This volume contains papers presented at a symposium on public policy and educating handicapped persons. Included are: (1) "Public Policy and the Special Education Task for the 1980s: Report of the Wingspread Conference" (M. C. Reynolds et al.); (2) "The Emerging System for Educating Handicapped Children" (L. E. Lynn, Jr.); (3) "Effectiveness of Special Education" (G. V. Glass); (4) "Public Education: A System to Meet Its Needs" (R. B. Howsam); (5) "How Can Special Education Be Coordinated with Other Service Systems?" (D. J. Stedman); (6) "Special Education: The Cost of Experimentation" (F. J. Macchiarola and R. W. Bailey); (7) "Great Expectations: Making Schools Effective for All Students" (R. H. Hersh and H. M. Walker); (8) "Restructuring 'Special' School Programs: A Position Paper" (M. C. Reynolds and M. C. Wang); (9) "Guides for Future Special Education Policy" (T. Joe and F. Farrow; and (10) "The Effectiveness of Special Education: A Survey" (J. Brandl). Responses to papers by J. S. Frankl, M. Scriven, I. H. Simpson, and G. Dybwad are included as are reflections on the conference by K. C. Lakin and M. Ziegler and an epilogue by W. C. Copeland. (CB)

Garfunkel, Frank
Parents and Schools: Partnerships or Politics. IRE Report No. 11.
Institute for Responsive Education, Boston, Mass.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *Disabilities; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; *Parent Participation; Parent Rights; *Parent School Relationship; *Participative Decision Making; *Special Education
IDENTIFIERS- Project Head Start

With the exception of special education programs, the major responsibility and authority for educational decision making has belonged to teachers, administrators and school boards. A review of literature on parent-school relationships suggests that there have been two dominant trends. The first, which advocates "partnership," is consistent with keeping education and schools as they are. The second, which questions school practices, particularly as they relate to special groups of students (handicapped, minority, poor) and advocates some form of an adversarial model, is focused on changing educational practices and policies. The special education exception, providing more participation in educational decision making for special needs students and their parents, has enormous programmatic, fiscal, and ideological implications. Parent-school relationships seen in such settings as Head Start, segregated schools, and other special education services reflect the experience of special education in setting up mechanisms for parents and students to question and oppose school policies and practices. Over 70 references are included in this literature review and discussion. (Author/CB)

ED 280 255 EC 192 409

Brower, Deb; Wright, Virginia K.

The Rubberband Syndrome: Family Life with a Child with a Disability.

Iowa State Dept. of Education, Des Moines.; Mountain Plains Regional Resource Center, Des Moines, IA.; Nebraska State Dept. of Education, Lincoln.
PUB DATE- Mar 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); Child Rearing; *Disabilities; Elementary Secondary Education; *Family Life; Family Problems; Family Relationship; Family School Relationship; Handicap Discrimination; Helping Relationship; Interviews; *Parent Attitudes; Parent School Relationship; Personal Narratives; Preschool Education; *Significant Others; Spouses

Extended quotations from informal interviews with eight families focus on the experiences of parents in adjusting to life with a handicapped child. In the first part of this paper, seven interview questions probe the following issues: positive and negative experiences with other people's reactions; most and least helpful actions by others; effects of the child's disability on the family (social, emotional, financial, professional, marital); and type and degree of support offered by the spouse. Subsequent sections present brief quotes from parents organized under the following titles: "Tips for Educators," "Kudos to Educators," "Tips for Parents," and "Attitudes and Sayings to Avoid." Among recommendations for teachers are to treat parents with respect, avoid conversational cliches, and recognize that parents are experts about their children. (JW)

ED 280 331 HE 020 146

Enteman, Willard F.; Jackson, Pamela Irving
Improving Undergraduate Education with Value-Added Assessment.
PUB DATE- Jun 86
NOTE- 13p.; Paper presented at a conference on Value-Added Learning: New Strategies for Excellence and Training (Saratoga Springs, NY, June 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Affective Objectives; Cognitive Objectives; *Curriculum Evaluation; *Educational Objectives; Education Work Relationship; Evaluation Criteria; General Education; Higher Education; Knowledge Level; Liberal Arts; Student Development; *Student Evaluation; *Undergraduate Study; Work Experience; Writing Skills
IDENTIFIERS- *Rhode Island College; *Value Added

The use of value-added assessment to improve undergraduate education at Rhode Island College is described, with attention to how the process evolved, problems encountered, and future plans. Value-added assessment is used in the development of student educational plans, curriculum evaluation and revision, and assessment of the interaction of work experience and educational development. Early stages of the project focused on selection of assessment instruments and the student sample, and on introducing faculty to the use of student assessment information in curricular planning and evaluation. The assessment process focuses on both general education and liberal education goals and student gains toward career preparation. Student growth assessment will involve: measuring cognitive and affective growth toward education outcomes established by faculty committees; assessing writing skills periodically; assessing graduates' mastery of major field subject matter; assessing the relationship between course grading and other indicators of student growth; and implementing surveys to determine student attitudes and activities. (SW)

Lancaster, Diana M.; And Others
Perceived Value of Required Research in Orthodontic Postgraduate Programs.
PUB DATE- 21 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Degree Requirements; *Dentists; Graduate Surveys; Higher Education; Outcomes of Education; *Postdoctoral Education; *Professional Development; Questionnaires; *Research Projects; *Student Experience

Graduates' perceptions concerning the value of required research experience in orthodontic postdoctoral programs were determined. Factors in the postdoctoral research program that provided positive/negative experiences were also identified. Fifteen attitude statements concerning the merits of required research projects and demographic items on the graduates were completed by 307 U.S. orthodontists who completed their residencies in 1980, 1981, or 1982. Findings include: 66% of orthodontists felt their required graduate research made them better orthodontists; 83% felt that the research experience improved their ability to evaluate the professional literature and 51% believed it helped them evaluate new clinical techniques; and 28% felt that the time spent on research would have been better spent on some other aspect of training and 14% felt that research was not applicable to clinical practice. Factors that seemed linked to positive attitudes were a helpful adviser, having a major role in developing the project, and an interesting project. The 15 attitude statements are appended. (SW)

Young, Denise L.; And Others

Research Note: Dimensions of Program Quality in Regional Universities

PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; College Faculty; College Libraries; *College Programs; Departments; *Educational Quality; *Evaluation Criteria; Higher Education; *Masters Programs; Productivity; Program Evaluation; *Regional Schools; Scholarship

Research by Conrad and Blackburn on program quality in master's departments at regional universities was replicated and extended. The present sample doubled the number of departments (from 45 to 81), increased the number of institutions (from 14 to 33), and added a different state (i.e., the original study consisted of two southern states). The same general variables emerged as the strongest predictors, but strengths were lower. The six cluster variables that emerged were: curricular content, faculties with degrees from local institutions; scholarly productivity; scope (the number of baccalaureate, masters, and doctoral degree programs); the number of library holdings; and the percentage of faculty under age 40 and the percentage of faculty without tenure. The results did not vary by state. Although scholarly productivity was the greatest predictor of program quality, the relationship was not a strong one. This indicates that traditional indicators of quality may be valid, but they carry a different weight at regional institutions. Scholarly activity seems to be of greater importance at elite institutions. (SW)

ED 280 375 HE 020 192

Development of a Classification System for Postsecondary Courses (CSPEC). Contractor Report.

Applied Systems Inst., Inc., Washington, DC.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-312c

PUB DATE- Feb 87

NOTE- 91p.; Final report.

CONTRACT- 300-84-0261

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Church Related Colleges; *Classification; *Courses; *Databases; *Postsecondary Education; Private Colleges; Public Colleges; *Undergraduate Study

IDENTIFIERS- *Classification of Instructional Programs

The objectives, activities, and results of a project to classify higher education undergraduate courses are summarized. The Classification System for Postsecondary Courses (CSPEC) is based on the structure of the Center for Education Statistics' Classification of Instructional Programs (CIP) but provides a greater level of detail for course titles. By expanding the CIP six-digit code to eight digits, CSPEC allows for the assignment of a unique code for each course under an area of instruction. Catalogs from 60 public and private colleges were used to develop the CSPEC database. In order to determine the reliability and ease of use of CSPEC for survey purposes, a small coding experiment was conducted. Procedures to code a course, using CSPEC, are set forth. For 50 CIP sections, information is provided on results of testing of the CSPEC coding system, with attention to distinctions between similar courses. The 60 colleges are listed, along with information on control, level, and region. Members of the course classification advisory panel are also identified. (SW)

ED 280 389 HE 020 240

Terkla, Dawn Geronimo; Wright, Susan M.
Enrollment Management: Factors That Influence College Choice. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Applicants; *College Choice; Decision Making; Engineering; *Enrollment Influences; Geographic Regions; Higher Education; Institutional Characteristics; Institutional Research; Liberal Arts; Place of Residence; Prestige; *Private Colleges; Public Colleges; Schoo' Location; School Size; Student Costs
IDENTIFIERS- *AIR Forum; *Tufts University MA

Factors that influenced applicants' decisions to attend Tufts University, a private institution in Massachusetts, were studied based on a 1985 survey. Enrollment decisions were examined for the following groups: matriculants and nonmatriculants, liberal arts and engineering applicants, applicants from each of seven geographic regions, applicants who chose to attend Tufts over six top competitors, and applicants who chose to attend public institutions. Applicants completed a survey and listed in order of importance the three factors that most influenced their final college choice. Location was one of the most frequently cited factors for the total sample and for each of the subgroups examined. Both institutional prestige and academic reputation were frequently cited as important factors in the final college choice by accepted applicants. Size was an important factor for students selecting Tufts over some of its major competitors, while finances were an important factor for students who decided to attend public universiites. Factors that were cited less frequently were: the social environment, the adult influence, admissions activities, athletics, and postgraduate jobs. (SW)

ED 280 404 HE 020 255

Hearn, James C.; Corcoran, Mary E.
The Organizational Ecology of Institutional Research: An Exploration of the Factors behind the Fragmentation of the Institutional Research Enterprise. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Centralization; College Environment; *Decentralization; *Higher Education; *Institutional Research; *Organizational Theories; Power Structure; School Organization
IDENTIFIERS- *AIR Forum; *University of Minnesota

Theories concerning the organizational dynamics underlying the dispersion of institutional research activities within colleges are proposed. Two theoretical arguments concern whether or not a centralized, monopolistic institutional research office will be found on a given campus: the informational legitimacy argument and the limited attention argument. Each reflects on the often unmanageable connections between information and power in organizations. The third theoretical argument, the organizational contingency argument, concerns the nature of fragmentation on a given campus. This argument suggests that the particular trajectory of institutional research fragmentation on a campus depends on specific organizational conditions on that campus, as well as on external forces. The applicability of the theoretical perspective is considered, based on a case study analysis of the University of Minnesota. Informational legitimacy was found to be a factor in the fragmentation of institutional research, and limits on attention at the central level were also active in fragmentation. Forces that seem to be active in fragmentation include: the external environment, personalities and career paths, management styles, and power arrangements. (SW)

Gibson, Dudley; Wickham, Derek
Success Criteria for MIS Implementation and the Use of DSS as a Management Aid in Small Colleges in the United Kingdom. AIR 1986 Annual Forum Paper. Coombe Lodge Femis Paper, Information Bank Number 2106.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jun 86
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *College Administration; Computer Software; *Computer Uses in Education; Decision Making; Foreign Countries; Higher Education; *Management Information Systems; Microcomputers; *Organizational Change; Program Development; *Small Colleges
IDENTIFIERS- *AIR Forum; Decision Support Systems; Dorset Institute of Higher Education (England); *Great Britain

Successful strategies for implementing and operating the Further Education Management Information System (FEMIS) at colleges of further education in the United Kingdom are discussed, along with the development of associated microcomputer-based decision support systems. FEMIS has been targeted at the smaller institutions that do not generally have management information systems. A major aim of FEMIS has been to monitor the performance of institutions to demonstrate to funding agencies that they are cost effective. The relationship of the instigator of the development of the system to other key managers is a significant factor in the success or failure of the venture. Types of instigators are identified (e.g., local education agency management, college administrator, computer center staff), and typical scenarios involving each type of instigator are included. Procedures instituted at the Dorset Institute of Higher Education (DIHE) to promote usage of data by college managers are also described. It took about 4 years to fully integrate the FEMIS database within DIHE's infrastructure. (SW)

ED 280 433 IR 012 569

Ediger, Marlow
Computers in the School Curriculum (A Collection of Essays).
PUB DATE- 82
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; Computer Software; *Computer Uses in Education; Course Objectives; *Curriculum Development; Elementary Secondary Education; Evaluation Methods; Individual Differences; Inservice Teacher Education; Learning Activities; Mathematics Instruction; *Microcomputers; Philosophy; Programed Instruction; *Word Processing; Writing Skills

The nine essays in this collection examine various issues regarding the utilization of computers in the school curriculum, including the selection of objectives, learning activities and appraisal procedures in curriculum development; providing for individual differences among learners; staff development; behaviorism as an emphasis for programmed instruction; mathematics lessons emphasizing drill and practice, problem-solving, and gaming; software selection to assist learner goal attainment; word processing to improve learner writing skills; and the need for teachers and supervisors to study, appraise, and ultimately implement vital strands from diverse philosophical schools of thought. The individual essays are entitled: "The Word Processor in the Curriculum Today"; "Computer-Assisted Instruction and the Learner"; "Inservice Education and the Computer"; "Computers: Programmed Learning versus Problem Solving"; "Experimentalism and the Computer"; "Microcomputers in the Mathematics Curriculum"; "The Microcomputer in the Classroom"; "The Word Processor in the Curriculum"; and "Philosophy and Goals in the Curriculum." References are provided for most of the essays. (DJR)

ED 280 446 IR 012 582

Hebenstreit, Jacques
Computers in Education in Developing Countries.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- ED-84/WS/10
PUB DATE- Sep 84
NOTE- 33p.; For a report on computer use in developed countries, see IR 012 580.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; Computer Software; Cultural Context; *Developed Nations; *Developing Nations; Educational Policy; Foreign Countries; Microcomputers; Policy Formation; Teaching Methods

Arguing that computers in education are necessary to prepare children to live in a future computerized society, this report examines the issues associated with computers in education in developing countries. The first of three parts provides a brief overview of how and why computers are used in education in developed countries; describes computer-assisted instruction (CAI), teacher-assisted instruction (TAI), and computer-managed instruction (CMI); discusses both technical and pragmatic approaches for teaching computer literacy; describes problems relating to hardware, software, teacher training, and evaluation; and briefly reviews arguments advanced in support of computer use in schools. The second part reviews the implicit factors that exist when computers are introduced and used in education in developing countries, including environmental, educational, and technological problems. The last part discusses problems that are specific to developing countries in the formation of policies and strategies for professional training, the use of computers in schools, selection of hardware and software, teacher training, and research.

While the use of computers in education in developing countries is advocated as a means of decreasing the gap in level and quality of education between developing and developed countries, the importance of taking into account the cultural and general background of each country when developing policies is emphasized. (DJR)

ED 280 503   IR 051 862

Wurzbacher, Mark F.; Yeannakis, Christine H.
California Literacy Campaign: Program Effectiveness Review II.
Wurzbacher and Associates, Adelphi, MD.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- 15 Sep 86
NOTE- 196p.; For an earlier evaluation of CLC, see ED 263 917; for a specific CLC program, see IR 051 861.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Educational Assessment; *Library Services; *Literacy Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Public Libraries; Questionnaires; State Aid; State Libraries; *State Programs; Surveys; *Tutorial Programs; Tutors
IDENTIFIERS- *California Literacy Campaign

This review of the California Literacy Campaign (CLC), a statewide, community-oriented, library-based program funded under the California Library Services Act, is designed to determine the extent to which CLC has been effective in carrying out its mission, the manner in which increased effectiveness may be achieved, and ways in which program effectiveness can be more accurately gauged in the future. Following background information on CLC, results of the study are presented in three chapters that describe the learners and tutors who participated in the evaluation, present descriptive information on the tutoring experience from both learner and tutor perspectives, and provide descriptive and analytical information on learner skills improvement and life enhancement outcomes. A final chapter summarizes the results of the study and provides recommendations for program modifications and future evaluations. Statistical information is presented in 17 tables, and the following information is appended: (1) a listing of communities served by the CLC; (2) a CLC program location map; (3) a CLC contact list; (4) a CLC status report; (5) the student interview guide; and (6) the tutor questionnaire. An executive summary is also provided. (KM)

ED 280 517 JC 870 136

Rodriguez, Max
The Urban Community College Transfer Opportunities Program at LaGuardia. Interim Report on Activities.
La Guardia Community Coll., Long Island City, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Articulation (Education); *College Transfer Students; Community Colleges; *Educational Counseling; Information Dissemination; Information Needs; *Intercollegiate Cooperation; Program Evaluation; *Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

The Urban Community College Transfer Opportunities Project (UCCTOP), funded by the Ford Foundation in 1984, induced LaGuardia Community College (LCC) to critically examine, systematize, and strengthen its approaches to transfer and articulation. Viewing the major barrier to transfer as students' lack of clarity about their goals and options, LCC has focused on improving transfer information and broadening transfer options. To meet students' information needs, LCC has developed: (1) a Transfer Information Guide, which assists students in selecting the best possible combination of courses for transfer purposes; (2) a Career Development Module, which introduces educational and career planning in the required Freshman Seminar; (3) a Transfer Seminar, which focuses on educational planning, college choice, and the application process; (4) a biannual Transfer Fair, which provides students with an opportunity to discuss admissions criteria, academic programs, credit transfer, and other issues with four-year college representatives; and (5) the Career Transfer Resource Center, which offers a variety of print and computerized resources. In its attempt to broaden students' transfer options, LCC has joined with Baruch College and Queens College to develop and implement a Joint Admissions Program; established a partnership with Vassar College to give students the opportunity to experience a private, selective, four-year college setting; formed another transfer partnership with Clark College (Georgia) to encourage continued education at historically black institutions; and forged linkages with other four-year private institutions. The impact of the UCCTOP project on LCC can be measured in terms of the number of grant activities that will be institutionalized by the end of the funding cycle, the amount of college resources devoted to the operationalization of the project, and the changes that have taken place at the college. (EJV)

ED 280 530 JC 870 165

Clagett, Craig A.
ENSCAN 87: Environmental Scanning Report for Fiscal Year 1987. Volume I: The County. Report PB87-1.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Jul 86
NOTE- 49p.; For volume II of this report, see JC 870 166.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Cohort Analysis; Community Colleges; Economic Change; *Economic Climate; *Enrollment Projections; *Enrollment Trends; Migration; Needs Assessment; Population Growth; *Population Trends; *Regional Characteristics; Two Year Colleges; Urban Population
IDENTIFIERS- *Environmental Scanning

As part of a comprehensive environmental scan prepared by Prince George's Community College (PGCC) in Maryland, this report reviews county population trends and forecasts, county and metropolitan area economic trends and forecasts, and college credit enrollment projections. First, population figures and projections for Prince George's County are presented, using an age cohort model to project county population, enrollment rate, student headcount, average credit load, and credit hours generated. In addition, information is presented on population migration patterns, changing racial composition, and income characteristics. Implications of these data for PGCC are discussed. Next, the economic status of the county and of the Washington metropolitan area is assessed, and information on high demand occupations is provided. The remainder of the report consists of data displays, covering: (1) national trends in workforce demographics, economic conditions, job outlook, changing age distribution, and educational consequences; (2) county population trends with respect to patterns of growth, migration patterns, racial composition, population changes, black population characteristics, and family income changes; (3) county and area economies with regard to projected county employment, patterns of employment growth, public and private employment, metropolitan area occupational distribution, and unemployment rates; and (4) PGCC age cohort model enrollment projections showing stable and declining enrollment rates. (LAL)

ED 280 186 EA 019 309

Lyman, Lawrence

Principals and Teachers: Collaboration to Improve Instructional Supervision (Building Trust, Fostering Collaboration, Encouraging Collegiality).

PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987) and at the Annual Meeting of the National Association of Elementary School Principals (Orlando, FL, March 28-April 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Cooperative Planning; Elementary Secondary Education; *Instructional Improvement; *Instructional Leadership; Organizational Theories; Performance Factors; Professional Development; Staff Development; Supervisor Qualifications; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Evaluation; Teacher Orientation; Teacher Response; *Teacher Supervision
IDENTIFIERS- *Collegiality

This paper examines factors that promote and diminish teacher trust in the instructional supervision process. Trust--key to the supervisor's success in helping teachers change behaviors--is correlated with such factors as confidentiality, approach to dealing with complaints, and the development of collaboration and participation in supervisory processes. Trust is low when a supervisor takes a teacher's confidential expressions of need and makes it reflect negatively on her evaluation. Supervisors who stress authority and identification of weaknesses build less trust than those who emphasize collegiality, productive diversity, and strengths. A study of 150 teachers in seven Kansas school districts identified supervisor practices that either enhanced or diminished trust; these practices include orientation, tone, feedback, listening skills, and support. A staff development program that elicits teachers' responses to favorable and unfavorable experiences with supervision can provide supervisors with positive notions about change, and 12 steps for building such a program are described. Supervisors develop a caring interpersonal relationship with teachers through showing consideration, appreciation, and respect, and by giving appropriate positive feedback. Areas of competence that enhance teacher trust include honest discussion of assessment goals and sharing knowledge about factors that positively influence student achievement. Relationships of trust evolve through time and effort and useful feedback from supervisors enables teachers to improve the quality of their decision making. Eleven references are appended. (CJH)

ED 280 301 FL 016 566

Abbott, Frank C., Ed.
International Programs and Centers for Instruction, Research and Public Service in the Western States (Including Instruction in Less Common Foreign Languages).
Western Interstate Commission for Higher Education, Boulder, Colo.
REPORT NO.- 2A155
PUB DATE- Apr 86
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Area Studies; *College Second Language Programs; Geographic Distribution; Higher Education; International Relations; *International Studies; *International Trade; Research and Development Centers; Resource Materials; *Uncommonly Taught Languages
IDENTIFIERS- Alaska; Arizona; California; Colorado; Hawaii; Idaho; Montana; Nebraska; Nevada; New Mexico; North Dakota; Oregon; South Dakota; *United States (West); Utah; Washington; Wyoming

Programs of education and research on international economy and trade, foreign cultures and languages, and other aspects of international affairs and located in the western states are listed in an annotated directory. The units are of varying types and include informal interdepartmental committees within academic institutions, well-established centers, major institutions, voluntary organizations, campus-based and off-campus programs, and programs linked to institutions but funded or directed by government agencies. All units are focused on education, research, or public service oriented to other nations, and do not include traditional student exchange or foreign student programs. The listings are organized in these categories: international studies and centers not otherwise classified, East Asia, South and Southeast Asia, Middle East, Africa, Latin America, Canada, Western Europe, Soviet Union and Eastern Europe, and programs in less commonly taught languages in two- and four-year colleges and universities, presented by state and institution and by language. The states covered by the survey include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, New Mexico, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. (MSE)

ED 280 242 EC 192 143

Hippolitus, Mona

Education for Employment: A Guide to Postsecondary Vocational Education for Students with Disabilities (1986-87 Edition).
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 86
NOTE- 13p.; For original fact sheet, see ED 228 435.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); *Career Counseling; Career Guidance; Curriculum Development; *Disabilities; Educational Legislation; *Employment Opportunities; Federal Legislation; Media Adaptation; Occupational Information; *Postsecondary Education; Staff Role; Student Organizations; *Vocational Education

The fact sheet presents information, resources, and references concerning vocational education for disabled postsecondary students. Introductory sections define vocational education and cite federal legislation affecting vocational education for disabled persons. Suggestions for students on how and where to find career information list print resources and agency contacts. Types of institutions offering vocational programs are described, and the following components of vocational programs are discussed: (1) vocational assessment; (2) curriculum modifications and adaptations; and (3) technological devices that enhance disabled workers' job performance. Effective counseling of students, suggestions for assisting instructors who are dealing with handicapped students for the first time, and the role of the job development coordinator are also discussed. The fact sheet concludes with sections on classroom adaptations, Vocational Student Organizations (VSO's), interagency cooperation, and personnel preparation. Lists of selected resources and readings are appended. (JW)

ED 280 270 FL 016 507

French Immersion Studies, Year 3 (1985-86). Tests of (English) Reading Skills.
York Region Board of Education, Aurora (Ontario).
PUB DATE- Jan 86
NOTE- 27p.; For a related document, see FL 016 508.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *English; Foreign Countries; French; Grade 3; Grade 4; Immersion Programs; Language Tests; *Program Effectiveness; Reading Comprehension;

*Reading Skills; Reading Tests; Second Language Programs; Test Format; *Test Results; Test Theory

To determine whether students enrolled in one Ontario region's early French immersion (FI) programs developed English reading skills comparable to their non-FI peers, a monitoring process was begun in the first FI program year (grade 3) in which formal English instruction is given. The FI cohort and a control group matched for mental abilities and communities were administered reading tests in third and fourth grade. As predicted, the FI students performed below the control group on the first test but attained scores that were at least equal in the fourth grade. A test of inference and generalization administered in fifth grade to the two groups showed consistently but marginally superior scores in all skill areas for the FI group. Item analysis and examination of subgroup performance indicated some areas for improvement or future investigation, including use of the more advanced test at the fourth and seventh grade levels and expansion of the language testing to include vocabulary, punctuation, grammar, and capitalization. A supplement that reports and compares the English reading comprehension scores of FI students and non-FI students is appended. (Author/MSE)

ED 280 286   FL 016 547

Rosseel, Eddy, Ed.; Young Silva, Catherine, Ed.
Creativity and Language Dynamics: I--Creativity and Foreign Language

Teaching. Proceedings of an AIMAV Seminar (11th, Brussels, Belgium, May 7-13, 1978).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

PUB DATE- 82

NOTE- 224p.; The Seminar was organized with the cooperation of AIMAV, UNESCO, Yazigi Language Institute (Sao Paulo, Brazil), and the University of Ghent.

LANGUAGE- English; French; Portuguese

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Andragogy; Audiovisual Aids; Child Language; Classroom Techniques; College Students; *Creativity; English (Second Language); Foreign Countries; Games; Higher Education; *Individual Development; Intensive Language Courses; Language Skills; Language Teachers; Literary Criticism; Literature Appreciation; Native Language Instruction; Preadolescents; Pronunciation Instruction; *Second Language Instruction; Second Language Learning; Teacher Role; *Teaching Methods; Television; Textbook Preparation

IDENTIFIERS- Brazil; Burundi; Zaire

Papers in English, French, and Portuguese address topics of creativity and its relationship to: native language instruction by television; conditions of language production at the moment of the emergence of creativity; comparison teaching; foreign language teachers; modern language instruction; psychological, pedagogical, and cultural perspectives; self-expression; the interplay of language and pleasure; literary reading; textbook construction and teacher preparation; English language learning by Brazilian preadolescents; learning Portuguese as a foreign language; French language learning in Zaire; renewal of English instruction in Burundi; andragogy; teaching articulation and the verbo-tonal; coordinating audiovisual materials with the four language skills in an intensive English course; individual differences in pronunciation achievement; French language instruction to university students; classroom methods for language instruction; children's instruction; and foreign language literature instruction. (MSE)

ED 280 318 FL 016 583

Billy, Lise
La notion de besoin: synthese didactique (The Concept of Language Needs: A Synthesis for Teaching).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
PUB DATE- 86
NOTE- 272p.
LANGUAGE- French
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Educational Needs; Educational Research; Educational Responsibility; Foreign Countries; *Language Research; Learning Theories; *Linguistic Theory; *Research Methodology; Second Language Instruction; *Student Needs
IDENTIFIERS- *Europe; *North America

A review of work on the concept of language needs and on analytical models useful for study of modern language instruction brings together psycho-educational and technical perspectives. The concept of need is examined, and the most common theoretical models of language needs and need models in an institutional context are outlined. The study of language needs in America and Europe is reviewed as background for similar research in Quebec, and variables and considerations in needs research to date are discussed in this context. Five forms of need (sociopolitical, communicative, psychological, pedagogical, and technical) are distinguished. The incorporation of the concept of need into language instruction is a recognition of the sociopolitical realities of education and forces theoreticians and practitioners to evaluate the possibilities and the limits of school-based instruction, and requires educators to come to terms with each kind of need. (MSE)

ED 280 460 IR 012 597

Pollard, James
Ideas for Integrating the Microcomputer with Elementary Instruction. Activity Descriptions from the Forum Series (Portland, Oregon, October-November, 1986).
Northwest Regional Educational Lab., Portland, OR. Technology Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 39p.; A product of the Technology Program.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; *Computer Software; Database Management Systems; Elementary Education; Geography Instruction; *Learning Activities; *Microcomputers; Multicultural Education; Programing; *Student Projects; Word Processing
IDENTIFIERS- LOGO Programing Language

In October and November 1986, the Northwest Regional Educational Laboratory (NWREL) sponsored a series of forums for elementary teachers to share ideas about the use of computers in the classroom. During the forums, each teacher took from 15 to 30 minutes to explain how he or she taught the lesson that was being shared. The informality of the sessions allowed interaction among the participants throughout the presentations, with many ideas spinning off from the one being presented. Applications described included the use of: (1) a word processor, Magic Slate, to write and illustrate a book; (2) a database management system, PFS:File, for multicultural education; (3) a computer simulation, Island, to study geography; (4) Mastertype, courseware in an arcade game format, for keyboard instruction; (5) the programming language, Logo, to teach basic programming skills; and (6) a database program, Book Worm, to do online book reports. Specifics such as grade, ability levels, and hardware arrangement are given for each project. Brief descriptions are also provided for each project, and additional materials are included for PFS:File and Book Worm. (MES)

ED 280 474 IR 051 833

IFLA General Conference, 1986. Bibliographic Control Division.

Section: Classification and Indexing. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 59p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; *Classification; Developed Nations; Developing Nations; Foreign Countries; Global Approach; *Indexing; International Organizations; Library Associations; Machine Readable Cataloging; National Programs; *Online Catalogs

IDENTIFIERS- China; Japan; Universal Decimal Classification

Papers on classification and indexing presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Profile on Chinese Cataloguing and Subject Cataloguing" (Yan Lizhong, China); (2) "The Trend of Classification in Japan" (Hiroshi Ishiyama, Japan); (3) "Classification in Online Systems--Research and Progress" (Nancy J. Williamson, Canada); (4) "New State Standard of the USSR: 'Systematization of Documents--General Requirements'" (E. R. Sukiasjan, USSR); and (5) "UDC (Universal Decimal Classification)--BS 1000 International Medium Edition in Book and Machine-Readable Form" (Tor Henriksen, Norway). (KM)

ED 280 489 IR 051 848

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Public Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 96p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; Developed Nations; Developing Nations; Fees; Foreign Countries; International Organizations; Library Administration; Library Associations; *Library Services; *Library Statistics; *Public Libraries; Statistical Analysis

IDENTIFIERS- Childrens Libraries; China; Japan; *Library Development; Taiwan

Papers on public libraries presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Developing Children's Libraries in Shanghai" (Che Jiuzhi, China); (2) "The Development of Public Librarianship in China" (Cheng Fuchen, China); (3) "The Development of Public Libraries in Japan" (Mamoru Nogami, Japan); (4) "Charging for Public Library Services" (J. C. Beard, United Kingdom); (5) "Statistic Analysis as a Form of Management of Librarianship" (E. V. Eenmaa, USSR); (6) "Development of Public Libraries in Tokyo" (Takasi Itoh, Japan); (7) "Public Library Statistics in the United States--Current Practices and Trends" (Ernest A. DiMattia, Jr., United States); and (8) "The Dynamics of Growing Public Libraries in Taiwan Area" (Christina K. C. Chen, Taiwan, and Margaret C. Fung, United States). (KM)

ED 280 545 JC 870 187

Romano, Richard M., Comp.
The Social Role of the Community College: A Selection of Papers
Presented at the Conference (Binghamton, New York, October 10-11, 1986). Reprint Series No. 1-87.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.
PUB DATE- 87
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *College Role; *Community Colleges; Conference Papers; Economic Development; *Educational Benefits; Educational Economics; Educational Finance; Educational Objectives; Educational Responsibility; Financial Support; Humanities; Institutional Advancement; Outcomes of Education; *School Community Relationship; *Social Responsibility; Social Services; State Colleges; Statewide Planning
IDENTIFIERS- *New York

This proceedings report contains 6 of the 12 papers presented at a conference on the social role of the community college. First, information on the event, a conference program, an ERIC bibliography, and opening remarks by Richard M. Romano, conference coordinator, are presented. Next, the following papers are reproduced: (1) "Community Colleges, Community and Regional Development, and the Concept of Communiversity," by S. V. Martorana; (2) "Determining the Economic Returns on Investment in Selected Occupational Educational Programs," by Edward Mills; (3) "An Economic Perspective on Financing the Community College," by Gary A. Moore; (4) "Mission and Images for SUNY State University of New York Community Colleges: A View from Within," by Barbara K. Townsend and responding comments by Gene Grabiner; (5) "The Humanities and the New Student: Some Possibilities for Social Transformation," by L. Steven Zwerling; and (6) SUNY's "Report of the Chancellor's Task Force on Community Colleges," which examines and offers recommendations concerning goverance, ties and relationships between community colleges and SUNY state-operated colleges, academic and general programmatic issues, and funding. (LAL)

ED 280 559 PS 016 348

Simkin, Linda; And Others
Child and Adolescent Health Profile Project: Annotated Bibliography.
New York State Council on Children and Families, New York.; New York State Dept. of Health, Albany.; Welfare Research, Inc., Albany, N.Y.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 86
NOTE- 46p.
GRANT- MCJ-363753
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; Background; *Children; *Health; Measurement Techniques; *Profiles; Public Health; Public Policy; Research Methodology
IDENTIFIERS- *Child Health; *Indicators

Developed as part of the Child and Adolescent Health Profile Project, this annotated bibliography is intended as a reference for professionals interested in key dimensions of children's health. Citations are grouped into the following four categories: (1) background information on child health issues, (2) child health indicators and health status measures, (3) mainly national child health profiles, and (4) health indexes. Providing a backdrop for profile development, Section 1 lists publications that can help readers gain an overview of the key child health issues and the role of data in informed policymaking and planning. Section 2 contains references to publications about statistics used to measure the health status of children; among topics addressed are the definition of health status measures and data validity, reliability, and availability. References to compendia of child health measures are included in Section 3. Section 4 contains references to measures which summarize data from two or more components of health status or quality of life and which purport to reflect the health status of an individual or defined group. Publications addressing more than one topic are categorized according to their major emphasis. Most of the materials were published since 1980; the few references predating 1980 have been included because they represent particularly significant contributions to the field. (RH)

ED 280 200 EC 191 785

Hulme, Thomas S.; MacQueen, John C.

Networking through Regional Child Health Centers: An Alternative Delivery System.

Iowa Univ., Iowa City. Iowa Mobile and Regional Child Health Specialty Clinics.

PUB DATE- Nov 86
NOTE- 137p.; For related document, see ED 267 571.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Children; *Community Health Services; *Delivery Systems; *Disabilities; Diseases; *Regional Programs; *Special Health Problems; State Programs
IDENTIFIERS- *Child Health; *Iowa

The report describes a regionalized system of community based child health centers developed in Iowa to provide coordinated secondary level health services for children with chronic illness and handicapping conditions. The system is based on two principles: (1) Communities will be given the responsibility for determining which health services are needed and for providing these child health services with state programs serving as the backup resource; (2) Community programs that provide child health services will function in close cooperation and collaboration with established community systems (medical care system, educational system and social services system) that provide other child services. Chapters of the report have the following titles: (1) Introduction; (2) Networking to Achieve Change; (3) Development of Regional Center Service System; (4) A Stratified System of Care; (5) Results: The Creation of a System of Services; (6) Data, Interpretation, and Evaluation; (7) Lessons and Conclusions; and (8) Future Directions, Questions and Issues. A 34-item bibliography is followed by an appendix containing such items as the inter-agency memorandum of understanding, an individual service plan summary, a health survey report, health services questionnaires, and evaluation data. (Author/DB)

ED 280 228 EC 192 129

Interagency Plan for Children with Special Needs.
Maryland Governor's Office for Children and Youth, Baltimore.; Maryland State Dept. of Education, Baltimore. Office of Special Education.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.; Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Jan 86
NOTE- 86p.; Portions of appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Children; Clinical Diagnosis; Community Services; Delivery Systems; *Disabilities; *Human Services; Intervention; Prevention; Screening Tests; *State Agencies; *State Programs; *Statewide Planning
IDENTIFIERS- *Maryland

The Interagency Plan for Children with Special Needs for Maryland residents has three major purposes: (1) to set priorities for developing or expanding services required by special needs children and their families; (2) to ensure that resources targeted for special needs children are administered effectively by increasing interagency coordination in planning, financing, case managing, and administering services; and (3) to establish an action agenda for state administrators, the general assembly, advocates, parents, and provider agencies. This document presents the plan in two major sections. One section discusses the continuum of services for children with special needs involving five major areas: primary prevention activities; early intervention services; evaluation, assessment, and diagnostic services; in-home and community services; and substitute care services. A second section discusses interagency issues in managing the continuum of children's services and considers children not covered in the plan; ongoing long-range planning; service planning and case management; community education regarding the availability of services; coordinated interface with private sector providers; transitioning services; interagency licensing and monitoring; and interagency rate setting. Appendices present: definitions of handicapped children (as defined by the Maryland State Department of Education); service definitions; and descriptions of programs administered by the Department of Health and Mental Hygiene, the Department of Human Resources, and the State Department of Education. (CB)

ED 280 256 EC 192 410

Dawson, Geraldine
Symposium on Recent Developments in Experimental Psychopathology.

PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Affective Behavior; *Autism; Cognitive Development; Emotional Development; Emotional Problems; *Emotional Response; Eye Contact; Infants; Intervention; Language Handicaps; *Parent Child Relationship; Psychopathology; *Social Behavior; Social Development; *Therapy; Young Children
IDENTIFIERS- Early Intervention

An overview of some of the recent developments in experimental research on early infantile autism considers related issues such as language impairments, cognitive and affective deficits, nonverbal communication, social behavior, and therapeutic interventions. Research indicates that difficulty with abstract use of language and with pragmatic language are among impairments seen in autistic young children. Recent research also indicates that the fundamental deficit in autism is an affective rather than a cognitive deficit as previously believed. In the area of nonverbal communication, it has been demonstrated that autistic children have particular difficulty with behaviors requiring the coordination of attention between self and others, such as pointing or showing. Therapies to improve autistic children's social behavior have just begun to be developed. The important question to be addressed in all further research in this area is the extent to which early intervention can alter the course of development in autism, particularly as it relates to social development. (CB)

ED 280 332 HE 020 147

Yonker, Robert J.; And Others
Differences in College Students' Belief in Common Myths about Rape by Gender and Year in College.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *College Students; Higher Education; *Misconceptions; Questionnaires; *Rape; *Sex Differences; *Stereotypes; *Student Attitudes; Violence

The degree to which college students agree with common myths about rape was investigated, using the Attitude Toward Rape Questionnaire. The effect of gender and years in college on student attitudes was also assessed. The sample consisted of 500 randomly-selected students from a state-assisted, four-year residential university in Ohio. The majority of on-campus students agreed with four of eight common myth statements about rape, males more so than females and underclassmen more so than upperclassmen. The majority of students agreed that rape is a sex crime and is a male exercise in power over women, when in fact, rape is basically an act of violence. The majority of students also believed that during a rape a woman should do everything she can to resist. It is suggested that this belief may indicate a general lack of factual information about rape. Females disagreed to a greater degree than did males to the following myths: (1) in some situations a charge of rape is unjustified; (2) women provoke rape by their appearance and behavior; and (3) if a woman is going to be raped, she might as well relax and enjoy it. Some suggestions for educating students about rape are included. (SW)

ED 280 347 HE 020 162

Wilkerson, Norma Neahr

Relationships between Preferred Learning and Clinical Achievement of Baccalaureate Nursing Students.

PUB DATE- Jan 86

NOTE- 12p.; Paper presented at the regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986). For complete proceedings, see ED 276 328.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Bachelors Degrees; *Clinical Experience; *Cognitive Style; Educational Research; *Experiential Learning; Higher Education; *Knowledge Level; *Nursing Education

Paper presented at the Regional achievement in a nursing course in an integrated curriculum were studied. The theoretical framework was based on Kolb's model of experiential learning, which posited four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Kolb's Learning Style Inventory was used to assess preferences for these four learning modes. Student achievement in the following areas were measured: knowledge, recall, and comprehension of cognitive material (quizzes); and ability to analyze clinical situations and apply principles of the nursing process (clinical process papers). A quasi-experimental, within-subjects factorial design was employed with a descriptive survey technique. The sample consisted of 133 basic baccalaureate nursing students enrolled in a junior-year course. Differences in learning style preferences were demonstrated. Overall, nursing students scored lower on the reflective observation (RO) subscale. A low RO score may indicate less preference for association learning, concept learning, and problem solving. (SW)

ED 280 362 HE 020 178

Meyers, Chet

Teaching Students to Think Critically. A Guide for Faculty in All Disciplines. Jossey-Bass Higher Education Series. First Edition.

REPORT NO.- ISBN-1-55542-011-7
PUB DATE- 86
NOTE- 131p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, Suite 1000, San Francisco, CA 94104-2091 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; *Classroom Techniques; Cognitive Development; *College Instruction; *Critical Thinking; Discussion (Teaching Technique); Higher Education; Intellectual Disciplines; *Learning Motivation; Learning Theories; Models; Piagetian Theory; Problem Solving; Student Attitudes; Teacher Workshops; *Teaching Skills; *Writing Exercises

The teaching of critical thinking is discussed, based on the view that methods of teaching critical thinking vary from discipline to discipline. After covering basic concepts related to teaching critical thinking, a framework to examine the process of critical thinking is presented, based on cognitive science and developmental theory, especially the work of Jean Piaget. Practical considerations of classroom teaching are also covered, including two programs that have been successful in teaching the attitudes and skills of critical thinking to college students. The importance of a desire to ponder and a sense of mystery in developing attitudes needed for critical thinking is considered, along with how to create a classroom environment that encourages these attitudes (i.e., an interactive classroom environment in which discussion and problem solving replace lecture as a primary teaching strategy). Also considered are: designing effective written assignments, the advantages of a personal style of teaching, teacher preparation and a model for critical thinking seminars, and the relationship between the teaching of critical thinking and larger cultural values. (SW)

Johnson, David M.; Burns, J. Patout

Enrollments, Finances, and Student Aid at Catholic Colleges and Universities, 1982-1984. A Special Report.

Association of Catholic Colleges and Universities, Washington, D.C.; National Catholic Educational Association, Washington, D.C.; National Inst. of Independent Colleges and Universities, Washington, DC.
PUB DATE- 86
NOTE- 42p.
AVAILABLE FROM- National Catholic Educational Association, Publications Office, 1077 Thirtieth Street, N.W., Washington, DC 20007 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; Comparative Analysis; *Educational Finance; Endowment Funds; *Enrollment Trends; Expenditures; Females; Full Time Students; Geographic Distribution; Higher Education; Income; Males; Minority Groups; Part Time Students; Private Colleges; Single Sex Colleges; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- Neylan Colleges

Information on enrollment, finances, and student financial aid at Catholic colleges during 1982-1984 is presented, based on the Higher Education General Information Surveys and the Student Aid Recipient Data Bank. Narrative summaries and statistical data include: total headcount enrollments from 1978 to 1984 at other private colleges and at five types of Catholic institutions (doctoral universities, four-year colleges, two-year colleges, women's colleges, and Neylan institutions); headcount and full-time equivalent enrollments for fall 1984 at the 25 largest Catholic institutions; enrollments in Diocesan Catholic colleges; geographic distribution of colleges with enrollments; full-time and part-time enrollments by level (undergraduate, graduate, and professional); enrollments by minority group and sex; educational and general revenues and expenditures at other independent colleges and at Catholic colleges; revenues and expenditures by type of college; endowment book value and market value at Catholic and other private colleges; indebtedness at Catholic and other private colleges; and, for specific student aid programs, the average amount of aid; percentage receiving this form of aid; and percentage of costs covered, by income level. (SW)

ED 280 390 HE 020 241

Porter, John D.; Matt, Joseph J.
Classroom Utilization: Placing Departments on a Scheduling Diet. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classrooms; *Departments; Higher Education; Institutional Research; *School Schedules; *Space Utilization; *State Universities
IDENTIFIERS- *AIR Forum; *Arizona State University

The distribution of course start times throughout the day at Arizona State University was analyzed to improve classroom utilization at a large urban university. Departments responsible for peak period utilization were also identified, and students were surveyed to determine interest in taking courses outside the peak period. It was found that academic departments were independently scheduling a disproportionately large number of course sections in a relatively small span of morning time periods. One reason given by departments for morning scheduling was student preference. A total of 400 students were questioned about whether they preferred courses in the morning, afternoon, or evening, and why. Subsequent analysis of department course offerings scheduled during these peak hours identified key departments able to adjust their scheduling time without disrupting course availability. In the first year after the peak hours report was presented to the academic deans, a significant decrease in peak period class scheduling occurred. Departments successfully reduced by 6.7% the actual number of courses scheduled during the peak usage periods. (SW)

ED 280 405   HE 020 256

Kanarek, Ellen Armstrong
A Survey of Rutgers University Scholarship Recipients. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Choice; *College Students; Educational Quality; *Enrollment Influences; Higher Education; Institutional Research; *Merit Scholarships; *Student Experience; *Student Recruitment
IDENTIFIERS- *AIR Forum; *Rutgers the State University NJ

The effect of Rutgers University's merit-based scholarship program on attracting talented students, students' experiences at the university, and the provision of high quality education was studied. The university merit awards fell into four categories: Rutgers Presidential Scholar Award, five National Merit and five National Achievement Scholarships, and College Scholar Awards. A total of 204 scholarship recipients during 1980-1983, of whom 179 were still enrolled at Rutgers in spring 1984, were contacted, and a response rate of 73% was achieved. For 69% of the respondents, the scholarship offer was a very important or an extremely important factor in the decision to attend the university. The offer also had a favorable effect on the scholars' attitude toward the university. The majority of scholarship recipients had applied and been admitted to at least one other institution besides Rutgers. In general, the scholars were satisfied with their experiences at the university and more than half indicated that their opinion of Rutgers' academic quality had improved since enrollment. Differences in responses among the four types of scholarship recipients are also considered. (SW)

ED 280 420 HE 020 272

Terenzini, Patrick T.; Wright, Thomas M.
Students' Academic Growth during Four Years of College. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Extracurricular Activities; Higher Education; *Learning Experience; Longitudinal Studies; Outcomes of Education; Peer Relationship; Student Adjustment; Student Attitudes; *Student College Relationship; *Student Development; *Student Participation
IDENTIFIERS- *AIR Forum; Tinto Theory

Influences on students' reported academic development over a 4-year period were assessed, focusing on college influences on student growth and changes each year. Tinto's model of college student attrition was found to account for about 23% of the variance in students' reports of their academic skill development over 4 years of college. For each year's follow-up instrument, students indicated two things: the estimated number of times during the year they had met with a faculty member outside the classroom for at least 15 minutes; and the average number of hours per week they had spent in organized extracurricular activities. Students also completed questionnaires that measured social and academic integration, as well as classroom and social involvement. LISREL analysis indicated that students' academic integration in each of the 4 years had a direct and indirect effect on reported academic skill development in that year and in succeeding years. Social integration was more influential in students' reported academic growth in the junior and senior years. The nature and strength of these two influences varied over time, however, with the relative importance of academic and social integration reversing over the period. (SW)

ED 280 434 IR 012 570

Charney, Davida H.; Reder, Lynne M.
Designing Interactive Tutorials for Computer Users: Effects of the Form and Spacing of Practice on Skill Learning.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-86-3
PUB DATE- 8 Dec 86
NOTE- 51p.
CONTRACT- N00014-84-K-0063
GRANT- BNS-03711
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Development; *Computer Assisted Instruction; Higher Education; *Instructional Design; Instructional Effectiveness; *Intermode Differences; *Learning Strategies; *Problem Solving; Psychological Studies; Skill Development; Training Objectives; Tutoring
IDENTIFIERS- *Guided Practice; Hands On Experience; Spreadsheets

This study aimed at finding the optimal condition of written instruction and online practice for learning a new computer application. Subjects were 44 undergraduate and graduate students and university staff members. Those in the experimental group learned commands for an electronic spreadsheet by reading user-manual descriptions and working training problems online. Training problems were varied in order to control how much independent problem solving subjects engaged in while learning any given command, and the forms of practice included pure guided practice, pure problem solving practice, and mixed practice. Spacing of the training problems was also manipulated. Subjects in the control group read the same text and studied the same training problems, but were not permitted to type anything at the keyboard during the training session. After a 2-day delay, subjects in both groups solved new problems on the computer without reference to the instructional materials. The results indicate that problem solving was a more difficult form of training than guided practice, but it produced the best performance at test. Distributing the spacing of training problems during training also improved performance at test. These results have implications for the design of interactive tutorial manuals and for cognitive models of skill acquisition. Appended materials include a typical manual entry for an easy command and a difficult command, a 13-item reference list, one figure, and five tables. (DJR)

ED 280 504 IR 051 863

Clark, Collin, Ed.
California Public Library Salary Survey, 1987.
California State Library, Sacramento.
PUB DATE- 87
NOTE- 158p.; For the 1986 survey, see ED 263 919.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *County Libraries; *Library Administration; Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; *Public Libraries; *Salaries; State Libraries
IDENTIFIERS- *California

Reproduced directly from annual reports submitted to the California State Library by the state's city, county, and special district public libraries, this annual salary survey includes monthly ranges at the beginning step and final step for eight professional and support positions. Not all surveyed positions are found in all libraries. The survey is for salary ranges in effect on September 1, 1986, i.e., the 1986-87 fiscal year. Some libraries chose to present their data in other ways, including annual rather than monthly rates, or more than one range per position described. All data are published as submitted. The eight positions comprise: (1) library director; (2) assistant library director; (3) chief of a major library division; (4) chief of a branch library; (5) beginning professional librarian; (6) manager of a special library service; (7) library technical assistant; and (8) beginning non-professional employee. Entries are arranged alphabetically by jurisdiction. (KM)

Sukati, Correl Walter Samukelo
Education Development: Dilemmas Facing Educational Planners in Africa.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, April 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Problems; Agricultural Education; Curriculum Development; Demography; *Educational Development; Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Financial Problems; Foreign Countries; Higher Education; Industrial Education; Population Distribution
IDENTIFIERS- *Africa

Despite the widely accepted belief that educational planning can contribute to an orderly development of education in Third World countries, very little has been done to identify the constraints and dilemmas that the planners in these countries face. This paper seeks to identify some of these dilemmas and solicit some debate on how some of these constraints can be overcome. The complexity of educational planning in Africa has increased due to increases in primary, secondary, and higher education enrollment, as well as an increase in teachers at all levels. Six dilemmas are discussed: (1) demography and the problems of rapid population growth and low population density; (2) inadequate financial resources, which, despite all efforts, have not kept up with enrollment increases; (3) goals and missions of education (formal education was originally oriented toward the needs of a colonial government and not local communities); (4) planning approaches to be used, involving questions of how to expand and make priorities for expansion; (5) curriculum offered, including questions of orientation toward agriculture or industry; and (6) conflict between quality and efficiency, involving the attempt to maintain high academic standards and improve efficiency at the same time. (WTH)

ED 280 214 EC 192 114

Perryman, Lynne
Mastery Learning and Its Implications for Gifted Education Programs.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Curriculum Enrichment; *Educational Methods; Elementary Secondary Education; *Gifted; *Mastery Learning; Peer Teaching; Tutoring

A review of the literature regarding mastery learning suggests that mastery learning can benefit gifted education programs in two ways. First, the process provides information to determine if gifted students have mastered essential elements for a particular subject area, a necessary but often overlooked step before proceeding to enrichment. Second, mastery learning provides alternatives (such as student-directed learning, discovery learning, and peer tutoring) for gifted students once mastery has occurred. Teachers of gifted students must be prepared to extend instruction beyond the mastery level. Mastery learning provides the initial component of a gifted education program which can be built upon for extended and enriched learning. (Author/CB)

ED 280 447 IR 012 583

Lawry, Constance M.
The Effective Utilization of National Staff Development Teleconferences: Recommendations from a Survey of Users.
PUB DATE- 23 Nov 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986). This paper is based on research completed for a doctoral dissertation, Oklahoma State University, 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; Elementary Secondary Education; Guidelines; Higher Education; *Instructional Design; Interviews; *Production Techniques; *Publicity; Research Utilization; School Surveys; *Staff Development; Teacher Attitudes; *Teleconferencing; *Use Studies
IDENTIFIERS- Oklahoma State University

The recommendations in this paper are based on the findings of a survey of 32 institutions that had subscribed--for a fee--to receive live via satellite one or more of five staff development teleconferences for school teachers and administrators. The teleconferences, which were one-way video/two-way audio productions, were broadcast during 1985-86 by the College of Education of Oklahoma State University. Data were collected via telephone interviews with representatives of 30 of the 32 teleconference receiving sites, which included public schools, vocational-technical schools, colleges and universities, a state department of education, and a hospital. Respondents were queried about the use and coordination of the teleconferences at their institutions and asked for suggestions on how originating institutions and receiving institutions might improve the utilization and effectiveness of such teleconferences. They were also asked to assess the feasibility and potential benefits of several features of teleconferences, i.e., advance readings, hand-out materials, interaction between the sites and the national presenters, and local discussion and "wraparound programming." Seven hypotheses suggested by the study are listed, and extensive and detailed recommendations based on the survey findings are provided for the design, production, and promotion of teleconferences by the originating institution, as well as coordination and promotion of the teleconferences at receiving institutions. The bibliography lists 38 sources that were cited in the dissertation study. (DJR)

ED 280 518 JC 870 148

They Said It Couldn't Be Done: Student Services Program Review Project Final Report.
SPONS. AGENCY- California Community Colleges, Sacramento.
PUB DATE- Oct 86
NOTE- 348p.; Prepared by the steering committee and staff of the Student Services Program Review Project.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Counseling; *Career Planning; *College Admission; Community Colleges; Educational Counseling; *Evaluation Criteria; *Evaluation Methods; *Program Evaluation; Program Implementation; Student Evaluation; Student Financial Aid; *Student Personnel Services; Student Placement; Testing Programs; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *California

This report contains the final products of the Student Services Program Review Project (SSPRP), which was designed to develop evaluation models to measure the efficacy of the various student services programs provided by the California community colleges. The first sections of the report offer introductory information on the goals and activities of the SSPRP. The next sections present evaluation designs for the following student services areas: admissions and records, assessment services, career/life planning, counseling, financial aid, job placement, student affairs, and tutorial services. For each area, evaluation criteria, measures, and methods are specified relative to the determined goals. After indicating which colleges pilot tested particular components of the evaluation design, the report offers a brief overview of the experiences at the test sites. Finally, the main tenets of evaluation underlying the SSPRP are set forth, along with a discussion of possible purposes of evaluation and an outline of procedural steps. Appendices include a glossary, information on project participants, and sample surveys administered by various pilot colleges to obtain feedback on selected student services programs. (LAL)

ED 280 531   JC 870 166

Clagett, Craig A.
ENSCAN 87: Environmental Scanning Report for Fiscal Year 1987. Volume II: The College. Report PB87-1.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Aug 86
NOTE- 40p.; For volume I of this report, see JC 870 165.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; Cohort Analysis; Community Colleges; *Enrollment Projections; Enrollment Trends; Needs Assessment; *School Holding Power; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Environmental Scanning

As part of a comprehensive environmental scan prepared by Prince George's Community College (PGCC) in Maryland, this report focuses on trends in PGCC's market share, student recruitment and retention, and enrollments. The first section offers a market share analysis, examining the full-time, part-time, and new full-time undergraduate market shares of selected schools from fall 1982 to 1985; and highlighting new full-time Black undergraduate market shares. After analyzing sources of fall 1985 students, the report uses the component yield method to project fall headcount and credit hour for fall 1986 and 1987. The next section offers findings from a statewide community college study of student retention in fall 1980, 1981, and 1982, contrasting retention at PGCC with state norms and analyzing minority student retention patterns. Finally, data displays are presented, covering: (1) market shares in terms of community college share of state enrollment, trends in full- and part-time market shares, full and part-time enrollment of county residents, enrollment of new full-time freshmen, and first-time, full-time enrollment of black students; (2) sources of students, analyzed in terms of residence and load, actual and projected enrollment of county high school graduates, and component yield method forecasts for 1986-87; and (3) findings from the statewide student retention study including data on 1980, 1981, and 1982 cohorts. (LAL)

ED 280 187 EA 019 310

Cruz, John
Implementing Year-Round School--Monroe Style.
PUB DATE- Feb 87
NOTE- 84p.; Portions of appended materials contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Attendance Patterns; Class Size; Community Cooperation; Educational Change; *Educational Planning; Elementary Secondary Education; Parent School Relationship; Participative Decision Making; *Program Development; *Program Implementation; Student Needs; *Student School Relationship; Teacher Administrator Relationship; Teaching Conditions; *Track System (Education); *Year Round Schools
IDENTIFIERS- *California (Madera)

Planning for conversion to a year-round school in James Monroe School, Madera, California, began in 1984 as educators and community faced the fact that continued enrollment increases had reached a critical point. This report describes program development and implementation; an appendix with program worksheets comprises over one-half of the document. Research on year-round schools indicates that conversion can proceed without negative effects on student achievement, staff morale, parental attitudes, and student and staff absenteeism. Community and staff program awareness was developed in open meetings. The plan featured four tracks, with students in each track attending for 60 days and on vacation for 20. Among advantages are class size reduction and opportunities for remedial or extended learning for off-track students though hiring additional staff during the vacation periods. Staff's personal and organizational concerns were resolved through participative decisionmaking. Year-round calendars, teachers' assignments, and registration forms were mailed to parents in such a way as to give them adequate time to study each schedule and select one that would meet their family needs. The program is now perceived as functioning routinely. In a survey conducted in November, 1985, parents and students expressed satisfaction with the calendar as did teachers despite concerns about class size and inability to take summer courses. Parents appreciated choosing tracks and teachers' and staffs' commitment. Students accepted the program because they could choose tracks and teachers. Whether the program will influence student achievement remains to be seen; however, staff dedication should bring positive results. (CJH)

ED 280 271 FL 016 508

Performance of Grade 5 Students in a CMLR Program on the CTBS Test of Reading Comprehension, October 1985 (Year 3 of a Comparative Longitudinal Study).

York Region Board of Education, Aurora (Ontario).

PUB DATE- Feb 86
NOTE- 21p.; For a related document, see FL 016 507.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Comparative Analysis; Foreign Countries; French; Grade 5; Immersion Programs; Intermediate Grades; *Program Effectiveness; Reading Achievement; *Reading Comprehension; *Reading Tests; Statistical Analysis; Test Theory
IDENTIFIERS- *Chicago Mastery Learning Reading Program; *Kettleby Public Schools ON

The effectiveness of the Chicago Mastery Learning Reading (CMLR) Program implemented in Ontario's Kettleby Public Schools (KPS) was measured by the students' reading progress and comparisons with the progress of other students in French immersion (FI) and other non-FI programs, including a gifted program. Within six months of CMLR implementation, a test of reading comprehension found the KPS students with slightly higher mean average scores than their non-FI peers and significantly higher scores than their FI peers. A year later, a test of literal comprehension resulted in lower scores for the KPS group than for others, but the difference was marginal when gifted student scores were factored out. Another six months later, a more comprehensive reading test of factual comprehension, inference, and generalization skills resulted in KPS scores equal to the scores of non-FI students when gifted scores were factored out. Item analysis and skills analysis identified apparent strengths and weaknesses of the KPS performance in comparison to other groups, and resulted in recommendations for action. (Author/MSE)

Anderson, S. J.; And Others
Age of Second Language Acquisition and Hemispheric Asymmetry--Evidence from Evoked Potentials.
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Afrikaans; *Age Differences; *Brain Hemisphere Functions; Children; Comparative Analysis; Correlation; Infants; *Lateral Dominance; Neurolinguistics; *Neurological Organization; Perceptual Development; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Evoked Brain Potentials

A study of differential brain hemisphere involvement in second language acquisition is reported. The study examined the idea that the right hemisphere is progressively more involved the later the second language is acquired. Various techniques for monitoring hemispheric functioning are described, especially the Evoked Potential (EP) technique. In this experiment, EPs in response to unilateral visual presentation of words in two languages were recorded in three groups of individuals, categorized according to the age at which they acquired the second language (infancy, childhood, and adolescence). The results did not support the popular notion of progressively greater right hemisphere involvement. (Author/MSE)

Gorokhoff, Claude
Le role du recit dans l'apprentissage des langues etrangeres (The Role of Narrative in the Learning of Foreign Languages).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 81
NOTE- 181p.
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; Classroom Techniques; Communication Skills; *Cultural Context; Cultural Influences; Difficulty Level; Discourse Analysis; Expressive Language; Foreign Countries; Instructional Materials; Language Usage; *Literary Criticism; *Media Selection; *Narration; *Second Language Instruction; Stereotypes; *Story Telling

A discussion of the types and uses of stories in second language instruction argues that the inclination to narrate is an omnipresent human phenomenon, whether attributed to nature or to culture. The story is a means of self-expression and communication that describes different forms of narrative, both literary and nonliterary. The uses and benefits of stories in second language instruction at different levels and for various ages of students are examined. (MSE)

ED 280 475 IR 051 834

IFLA General Conference, 1986. Collections and Services Division.
  Section: Serial Publications. Papers.
**International Federation of Library Associations and Institutions,
  The Hague (Netherlands).**
PUB DATE- Aug 86
NOTE- 56p.; Papers presented at the International Federation of
  Library Associations (IFLA) General Conference (52nd, Tokyo, Japan,
  August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Electronic Publishing; Foreign
  Countries; International Organizations; Library Associations;
  *Library Automation; Library Planning; Library Role;

  Microcomputers; *Online Catalogs; *Serials
IDENTIFIERS- Japan

Papers on serial publications presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Scenario for Microcomputer-Based Serials Cataloging from ISDS (International Serials Data System) Records--New Horizons for Serial Librarianship in the Developing Countries by the Availability of Adequate Hardware, Software, and Dataware" (Peter Jacso, Hungary), which presents a scenario for implementing a microcomputer-based online serials catalog in Roman script using Unesco's MICRO-ISIS software, and discusses the four implementation components of hardware, software, dataware, and the knowledge to design and implement computerized library systems; (2) "Electronic Publishing in Japan--The Role of Libraries in the Electronic Information System" (Hiroyuki Taya, Japan), which discusses the growth of channels for information access, the acquisition and processing of electronic publications, the storage of primary literature in machine-readable form, electronic publishing by libraries, and library management; and (3) "Planning for Serials Automation" (Ross Bourne, United Kingdom), which considers the advantages and disadvantages of serials automation as they relate to the nature of serials, the institution and its users, and the automation process. (KM)

ED 280 490 IR 051 849

IFLA General Conference, 1986. Management and Technology Division. Section: Conservation. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 34p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Books; Developed Nations; Developing Nations; Foreign Countries; Guidelines; International Organizations; Library Associations; *Library Planning; *Preservation; *Program Descriptions; Publishing Industry

IDENTIFIERS- China; Japan

This document contains three papers on conservation which were presented at the 1986 International Federation of Library Associations (IFLA) conference. In "The IFLA Conservation Section and the Core Programme for Preservation (PAC)," David W. G. Clements of the United Kingdom outlines the background of the Core Programme on Preservation and Conservation and summarizes current PAC projects. Appendices include a draft copy of conservation survey methodology, a chart illustrating paper embrittlement from 1850 to 1960 measured by fold test, a model of preservation options, and draft copies of guidelines for the handling of books in general collections and conservation rules for readers. "Preservation/Conservation in Japan" (Akio Yasue, Japan) describes the responses of book publishers and librarians to problems of preservation and conservation. Finally, in "Preservation Problems and the Five-Year Plan," Li Jingren of China discusses preservation problems and activities at the National Library of China, with emphasis on a 5-year preservation plan designed to extend from 1985 to 1989. (KM)

ED 280 560 PS 016 351

McLaughlin, Gina Barclay; Bowie, Cecilia
The Center for Successful Child Development.
Center for Successful Child Development, Chicago, IL.
SPONS. AGENCY- Illinois State Dept. of Children and Family Services, Springfield.; Michigan Univ., Ann Arbor. Center for South and Southeast Asian Studies.
PUB DATE- 87
NOTE- 12p.; Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Youth; Developmental Programs; *Disadvantaged Youth; Elementary Education; *Individual Development; Intervention; Program Descriptions; *Public Housing; Social Services; *Social Support Groups
IDENTIFIERS- *Illinois (Chicago)

This paper briefly describes Chicago's Center for Successful Child Development (CSCD), an institution aiming to prevent school failure among disadvantaged children from low-income families by providing intensive, comprehensive support services to all born since January 1, 1987 to parents residing in the six buildings of the Robert Taylor Homes which comprise the catchment area for the Beethoven Elementary School. Consisting of 28 high-rise buildings housing approximately 20,000 persons, almost all of whom are black and poor, the Robert Taylor Homes are the largest public housing project in the world. Nearly half of the children from the homes are behind grade level by the end of first grade. To address their problems, CSCD provides health services, an infant screening program, a family drop-in center, community information sharing and public education, home visitors, referrals, delivery of child development and parenting education, a high quality infant care center on-site and an expanded and improved system of home day care providers, a Head Start program, the Parents Too Soon program, and a program of collaboration among existing local social support networks. Photocopies of newspaper articles about the center are included. (RH)

Chapey, Geraldine
Special Education: A Challenge for the 80's.
National Council of Administrative Women in Education, New York, NY. New York City Chapter.
PUB DATE- 86
NOTE- 43p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Disabilities; *Educational Practices; Elementary Secondary Education; Higher Education; Mainstreaming; *Models; *Referral; *Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- *New York (New York)

The special education referral-placement phenomenon has reached crisis proportions in New York City. Problems affecting effectiveness of approaches include: inadequate state and federal funding; fragmented decision making; lack of uniform terminology and standardized criteria for special education; lack of training, support services, and resources for teachers; teacher attitudes; lack of trained special education teachers; and conflict between involved special interest groups. A unified system of identification, referral, and placement in special education and mainstreaming programs is needed, involving a network of regular classroom teachers, special education teachers, state administrators, university faculty, and business and community representatives. Such a system should also encompass prevention programs, training and support systems for regular and special education teachers, programs starting at the preschool level and continuing through the university level, and cooperation among special education and regular teachers. Such a program exists at one elementary school in the Bronx, where students are regularly assessed and placed into programs according to grade and ability level. Support services provided by the school include guidance for mainstreamed students, resource rooms, speech therapy, remedial reading and mathematics instruction, school volunteers from among parents and community members, and Board of Education resources in the form of consultant services and help for individual teachers. (CB)

Keenan, P. A.; Lachar, David

Screening Preschoolers with Special Problems: Use of the Personality Inventory for Children (PIC).

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985). Light print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Disturbances; *Handicap Identification; *Learning Disabilities; *Parent Participation; *Personality Measures; Preschool Education; Questionnaires; *Screening Tests; Test Reliability; Test Validity
IDENTIFIERS- *Personality Inventory for Children

The Personality Inventory for Children (PIC) is an objectively scored, multidimensional measure of child and adolescent behavior, affect, and cognitive ability and can be completed by parents. The overall goal of this project was to evaluate the psychometric characteristics of the PIC as a screening device for use with preschool populations. The project consisted of two studies. The first study assessed the utility of the PIC profile scales with 120 3- to 5-year-olds attending a therapeutic preschool for learning disabled and emotionally disturbed children and with 43 preschool children not identified as needing special services. The second study examined the correlation between PIC scale scores and teacher ratings with 10 handicapped preschool children and 23 children in Head Start. Appropriate PIC scales were found to correlate significantly with teacher ratings as well as with measures of intelligence and language ability, suggesting both convergent and discriminate validity. Regression analysis correctly classified 92% of the sample. Temporal stability of the PIC was also established as 31 mothers completed the PIC twice (average time between testings 2 weeks). The studies suggest the effectiveness of parent informants in screening children to assess the need for special education services. (Author/DB)

ED 280 243 EC 192 147

Gottlieb, Jay; Alter, Mark

Social Skills Research Integration. Final Report.

New York Univ., N.Y.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 152p.; Contains many pages of light and broken type.
GRANT- G008101120
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Antisocial Behavior; *Classroom Research; Curriculum; *Curriculum Research; Daily Living Skills; *Disabilities; Elementary Secondary Education; *Interpersonal Competence; Interpersonal Relationship; *Models; Preschool Education; Social Adjustment; *Theory Practice Relationship

This review of the literature focused on the issue of classroom application of social skills training for handicapped children. First, ten theoretical models are described as representative of the approaches to social skills training in special education: behavioral, humanist, psychological, transactional, neuropsychological, ecological, psychoanalytic, sociological, cognitive-developmental, and social learning. Next, in a representative sampling of 95 social skills curricula, only 21 appeared to have any theoretical curriculum model guiding their development; the majority of these derived from a behavioral orientation. Finally, 81 research studies are reviewed as representative of the diversity of research that aims to improve handicapped children's social skills. Of these, less than half were conducted in a classroom context, and the majority of these in special classes. Four areas were identified as encompassing social skills training in the selection of these studies: (1) disruptive behavior; (2) social interacting; (3) activities of daily living; and (4) personal functioning. It is recommended that social skills research use a curriculum as its base; that it incorporate a linkage phase where the classroom teacher works with the researcher to improve children's social skills; and that it include a seminal stage in which the teacher implements the program without assistance. (JW)

Vanderheiden, Gregg C.
White Paper: Access to Standard Computers, Software, and Information Systems by Persons with Disabilities. Revised, Version 2.0.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 27 Oct 85

NOTE- 54p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192 412-415.
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 ($7.30).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); *Computers; *Computer Software; *Disabilities; Display Systems; *Input Output Devices; *Microcomputers; Needs Assessment

The paper focuses on low cost and no cost methods to allow access and use (via specialized interface and display aids) by the disabled of standard unmodified computers and of microcomputer software systems becoming increasingly common in daily life. First, relevant characteristics of persons with movement, sensory, hearing, or cognitive disabilities are listed and related strategies for solution are described (e.g., use of alternate input approaches for the movement impaired, voice output for the visually impaired). The next section looks at ways existing computers could be made more accessible through such means as keyboard options, an alternate keyboard access feature in operating systems, visual redundancy of auditory information, and availability of an audio or headphone signal. Ways in which these access modifications can increase the usefulness of computers for the disabled (and market size for manufacturers) are pointed out. Possible ways that future computer accessibility for the disabled may evolve are noted and include increased availability of alternate interfaces, separation of programs from the input/output hardware, greater difficulty for the visually impaired as the visual complexity of displays increases, and increased use of voice-to-text translators by the hearing impaired. Attached are a position paper and a proceedings report pertaining to two computer industry/government meetings held February 1984 and October 1985 with the purpose of formally addressing the problem of computer accessibility for the handicapped. (DB)

ED 280 287 FL 016 548

Heald-Taylor, Gail
Whole Language Strategies for ESL Students. Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0302-0
PUB DATE- 86
NOTE- 83p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Communication Skills; Dictation; *English (Second Language); Evaluation Criteria; Foreign Countries; *Instructional Materials; Language Skills; Listening Skills; Oral Reading; Primary Education; Scheduling; Second Language Instruction; Teaching Guides; Teaching Methods; *Thematic Approach; Visual Aids; Writing Instruction; Young Children
IDENTIFIERS- *Natural Approach (Languages); *Whole Language Approach

This handbook outlines learning strategies in language arts for children in kindergarten to third grade learning English as a second language (ESL). They are designed for the Whole Language or Natural Approach. Although reading and writing are the key language components emphasized, listening, speaking, drama, and visual arts activities have been included. The key strategies highlighted are dictation, literature in language learning, process writing, themes, and evaluation. An introductory section gives an overview of the method and the strategies used. A section on the organization of strategies into a classroom timetable follows. Separate sections outline activities using the different strategies, and for each activity, general information and implications for ESL students are presented. Lists of trade and professional references are appended. (MSE)

ED 280 333 HE 020 148

Affirmative Action Status Report. New Jersey Public Colleges and Universities, 1977-1985.

New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- Nov 86
NOTE- 34p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; Affirmative Action; Black Teachers; *College Faculty; Faculty Mobility; *Females; Full Time Faculty; Higher Education; Hispanic Americans; *Minority Groups; *Public Colleges; *School Personnel; Teacher Employment; Women Faculty
IDENTIFIERS- *New Jersey; Women Administrators

The representation of women, Blacks, and Hispanics in full-time positions at New Jersey public colleges is reported for 1977-1985. Information is provided for administrators, faculty, professional (nonfaculty) staff, and nonprofessional staff. Trends in newly hired faculty and faculty turnover rates are also considered. Overall, the data indicate some progress for minorities and women as a percentage of the public institutions' workforce. Between fall 1982 and fall 1985, the proportion of minority and women new faculty appointments continued to exceed the proportion of minorities and women in the total full-time faculty workforce. However, the annual faculty turnover rates for minorities and women are higher than rates for whites and males. In addition, institutions have difficulty in the recruitment of minority faculty in highly competitive fields as a result of the small pool of available candidates and high demand. Included are data on: full-time employees in each of the four types of positions by race/ethnicity and sex with breakdowns for different types of colleges; newly hired full-time faculty by field, race, and gender; and faculty turnover rates. (SW)

ED 280 348 HE 020 163

Oosting, Kenneth W.
Management and the Academic Vice President in the Christian, Liberal Arts College.
PUB DATE- 31 Oct 85
NOTE- 14p.; Paper presented at the Annual Meeting of Academic Deans of the Christian College Coalition (Wheaton, IL, October 31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; *Administrator Attitudes; *Church Related Colleges; *College Administration; College Environment; Governance; Higher Education; *Interprofessional Relationship; Leadership Styles; Liberal Arts; Teacher Administrator Relationship; Work Environment
IDENTIFIERS- Collegiality; *Vice Presidents

The role of nine academic vice presidents in managing Christian, liberal arts colleges was assessed, as part of research conducted at Christian or church-related liberal arts colleges that were identified as being well managed by one or more persons. Data collected on the academic vice presidents provided the following profile: the average age was 45.1 years; they had been in their present position an average of 4.9 years; and all were white males. The following management dimensions were common to most of the nine people studied: (1) the academic vice presidents emphasized building relationships with both the president and the faculty; (2) the academic vice presidents saw collegial governance as descriptive of their institutions; (3) academic leadership rested with the academic vice president in a majority of the colleges; (4) the academic vice president's primary management thrust was for improvement of academic quality; and (5) academic vice presidents emphasized some elements of good management including process, leadership, informal organization, communication, and debate of issues. Characteristics of the environment of the nine officials were also considered, including their relationship with the college president and whether faith was affirmed at the college. (SW)

ED 280 363 HE 020 179

Health Services Funding Proposal and Report on Differential Use Made of a College Health Center by Faculty and Students. Final Report.
Eastern Michigan Univ., Ypsilanti.
PUB DATE- Jul 83

NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Fees; Higher Education; Institutional Research; *Needs Assessment; Program Costs; Program Evaluation; *School Health Services; State Universities; *Use Studies
IDENTIFIERS- *Eastern Michigan University

Eastern Michigan University's health center program and its use by faculty and students were assessed by a select group of faculty, staff, and students. Focus was on determining an acceptable level of service, insuring an accessible program, and achieving an equitable distribution of student fees. To determine an acceptable level of service, attention was directed to competing college health services, college student health care needs and service delivery systems, expressed demand for service, and the ability of the local health care network to meet demand. Criteria for assessing alternative ways to meet student needs were developed and applied to available options, and common treatment alternatives were evaluated. To make sure that those who benefit from the service support it financially, patterns of student use of health services were assessed and compared with known enrollment patterns. A framework for distributing costs was also developed. It was found that the health center program: meets the expectations of prospective students and their parents; meets students' specific health care needs; meets expressed demand levels for service; and relates needs to the availability of health care in the community. Recommendations include: user fees should be maintained for physician visits and related services; and a fee should be charged to all students to support the health center. (SW)

ED 280 377 HE 020 196

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Postsecondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

New York State Education Dept., Albany.

PUB DATE- Jul 86
NOTE- 52p.; Replaces ED 262 740.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Educational Opportunities; *Federal Aid; Fellowships; *Financial Aid Applicants; Grants; Higher Education; Professional Education; *Scholarships; *State Aid; *Student Financial Aid; *Student Loan Programs; Tuition; Veterans; Work Study Programs
IDENTIFIERS- *New York

Descriptions of federal and New York State financial aid programs are provided that may be used in preparing catalogs or bulletins. Information is included on application procedures, method of selection of recipients and allocation of awards, award schedule, and responsibilities of recipients. The state- administered programs include the following: Tuition Assistance Program, Supplemental Tuition Assistance Program, Aid for Part-Time Study, Vietnam Veterans Tuition Awards, Regents College Scholarships, Regents Professional Education in Nursing Scholarships, Regents Scholarships in Cornell University, Student Aid to Native Americans, Regents Physician Loan Forgiveness Program, Regents Award for Children of Deceased or Disabled Veterans, Regents Awards for Children of Deceased Police Officers and Firefighters, Guaranteed Student Loan Program, Parent Loans for Undergraduate Students, Auxiliary Loans to Assist Students, Higher Education Opportunity Program, and the Educational Opportunity Programs. The federal programs include the following: Pell (Basic) Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan Program, College Work-Study Program, and Veterans Administration Benefits. (SW)

Malaney, Gary D.
To Preserve or Eliminate Student-Designed Interdisciplinary Graduate Degree Programs: Evaluating a Specific Program. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Faculty; College Programs; Faculty Advisers; Graduate Students; *Graduate Study; Higher Education; Institutional Research; *Interdisciplinary Approach; *Nontraditional Education; Program Evaluation; State Universities; Student Attitudes; *Student Educational Objectives; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *Ohio State University

A program at Ohio State University that allows graduate students to develop self-designed interdisciplinary degree programs is described (the "One-of-a-Kind" program). An evaluation of the program was undertaken by surveying: 6 current students and 15 graduates of the program since its inception in 1972; faculty members who served as program advisers; and faculty members who were not involved in the program. Generally, the results showed that students and faculty participants were supportive of the program. In open-ended survey questions, respondents discussed both administrative and academic problems: students focused more on the administrative problems, while faculty concentrated more on academic problems. Based on the evaluation, it was recommended that the program be retained. While only a small number of students use the program, it was generally viewed as a good option for some students. Additional recommendations to improve the program are offered, and a review of the literature on interdisciplinary and self-designed programs is included. (SW)

Chan, Susy S.

Making Strategic Planning Work: Experiences from a Private University. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Case Studies; Catholic Schools; *Change Strategies; *Church Related Colleges; *College Administration; *College Planning; Decision Making; Higher Education
IDENTIFIERS- *AIR Forum; DePaul University IL; *Strategic Planning

Issues in implementating strategic planning in higher education management are considered, along with successful strategies and problem areas in implementing an integrated planning and budgeting process at DePaul University, a comprehensive Catholic university. Key implementation issues are as follows: (1) maintaining an organizational balance between a centralized and decentralized decision process, (2) ensuring compatibility between the strategic planning model and the institutional culture, (3) emphasizing an action orientation, (4) involving line managers in developing plans, (5) making incremental improvements as opposed to strategic leaps, and (6) integrating planning and budgeting. At DePaul University, successful strategies involved leadership, organizational strength, staff support, communication, linkage between planning and budgeting, and reliance on the expertise of line managers. Concerns are related to academic governance and responsiveness to a centrally-initiated planning process, sufficient time for consultation, and the need to integrate academic program review with the planning process. (SW)

ED 280 421 HE 020 273

Matross, Ronald
Designing an Information Center: An Analysis of Markets and Delivery Systems. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86

NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Databases; *Delivery Systems; Higher Education; *Information Centers; Information Needs; *Institutional Research; Research Utilization; Users (Information); *Use Studies
IDENTIFIERS- *AIR Forum; *University of Minnesota Twin Cities

The role of information research centers in institutional research activities was explored, based on 1,040 requests for student data at an information center at the University of Minnesota, Twin Cities, during 1980-1985. Three distinct information center markets were identified and mechanisms for serving each market were recommended. The first was the routine clerical market, needing fairly simple list processing of individual cases (students) in specified subgroups. This market was the largest one for the center and was best served with downloads of selected information to microcomputers. The second was the complex clerical market needing complex computed reports of individual cases. This market was growing and was best served through rapid prototyping of mainframe production reports. The third was the decision support market, needing summary statistics across many subgroups. This market was the traditional one served by institutional research and had a strong need for data interpretation services. It was best served by traditional research reports and factbooks, as well as on demand production reports and a summary statistics database. Attention was directed to ways that old and new style information center functions can be integrated. (SW)

ED 280 461 IR 051 727

Anderson, David G.; Landram, Christina
Resolved: Library Schools Do Not Meet Their Goals and Objectives in Training Academic Librarians to Perform Research.
PUB DATE- Apr 86
NOTE- 6p.; Paper prepared for the National Conference of the Association of College and Research Libraries (4th, Baltimore, MD, April 9-12, 1986). Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Curriculum Evaluation; *Employment Qualifications; Higher Education; *Librarians; *Library Education; *Library Schools; *Research Skills; Statistics; Theses
IDENTIFIERS- Faculty Status

Academic librarians who have faculty status must meet the same criteria for promotion and tenure as other faculty members, including doing research. However, library schools may not be training librarians adequately in the research skills required for entry level academic positions. In order to determine whether library schools in the United States meet their stated goals and objectives in regard to training librarians for entry level academic positions, the current catalogs of the 60 graduate library education programs in the United States accredited by the American Library Association as of October 1984 were examined. The goals and objectives stated in the catalogs were then compared to courses taught in research and statistical methods, as well as the availability of a thesis option. Results of the study indicate that most library schools do not meet their stated goals and objectives in training academic librarians in the area of research, and it is recommended that library schools require prior training in research methods and statistical techniques for admittance, or require future academic librarians to take such courses while in library school. Statistical information is presented in seven graphs, eight references are provided, and coded information from the library school bulletins is appended. (Author/KM)

ED 280 505 IR 051 864

Library Community Information Roundtable Proceedings (Sacramento, California, December 4-5, 1986).

California State Library, Sacramento.

PUB DATE- Dec 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Information Services; Library Planning; *Library Role; *Needs Assessment; Policy Formation; *Public Libraries; *Referral; State Libraries; Statewide Planning
IDENTIFIERS- *California State Library

Introductory materials for these proceedings list acknowledgements and roundtable participants, provide the roundtable agenda, and present both the roundtable goal--to improve the quality of community information services in California public libraries through the development of a plan and program focus for the California State Library--and four objectives related to the goal. The opening remarks of Gary E. Strong, California State Librarian, are summarized, and the full text is provided for the presented paper, "Overview and History of Information and Referral Services--A National and State Perspective," by Jane Light, Director, Redwood City Public Library. Also included are summaries of participant discussions of the following topics: (1) expectations for the meeting; (2) strengths of libraries in providing information and referral (I&R) services; (3) elements of I&R service delivery; (4) key players and their roles in I&R services; (5) needs in providing I&R service delivery; (6) what the state library should be doing in the next two to three years to promote I&R; and (7) an outline of follow-up activities. Six I&R need areas and methods to address them are included in that discussion. A brief summary of the closing remarks of Yolanda Cuesta, Bureau Chief, Library Development Services Bureau, concludes the proceedings. (KM)

ED 280 546 JC 870 188

A Concept Paper on Critical Issues in the Community College: Access, Assessment, and Developmental Education.

American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE- 22 Apr 87
NOTE- 13p.; Presented to the AACJC Board of Directors by the American Association of Women in Community and Junior Colleges, National Community College Hispanic Council, National Council on Black American Affairs, National Council of Instructional Administrators, and National Council on Student Development (in cooperation with the American College Testing Program and the National Association of Developmental Educators).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; Developmental Studies Programs; Educational Assessment; Educational Testing; Equal Education; *Open Enrollment; *Remedial Programs; *Student College Relationship; *Student Evaluation; Student Personnel Services; Two Year Colleges

This three-part concept paper was the result of a colloquium, during which 35 community college educators met in Traverse City, Michigan, to discuss issues related to access, assessment, and developmental education and to develop concept papers and recommendations for each topic. First, introductory material describes the colloquium and its objectives, and attempts to provide an idea of the participants' emotional and deeply personal involvement in the issues and the event. After noting the interdependence of the concepts under consideration, the paper addresses the open door philosophy of the community college, arguing that without supportive programs to ensure students' success, the goal of educational equality is not achieved. Recommendations for action are presented next, focusing on community needs assessment; intervention strategies; inservice staff development; and research needs. The next sections deal with issues and challenges related to student assessment, proposing a philosophy and definition of testing and offering recommendations for the development of comprehensive and systematic assessment programs for all students. Finally, the paper considers the role of developmental education in the community colleges, redefining the concept, identifying specific characteristics of successful programs, listing advantages of effective programs, and offering recommendations with respect to program evaluation, student-teacher ratios, ongoing staff development, comprehensive student support services, teacher qualifications, learning modes, business-industry programs, college credit, and other areas. (EJV)

ED 280 175 EA 019 285

Railsback, C. E.
How to Establish Instructional Priorities.
PUB DATE- 22 Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beliefs; Board of Education Role; Community Involvement; Community Planning; Curriculum Evaluation; Educational Administration; *Educational Assessment; Educational Equity (Finance); *Educational Planning; Elementary Education; *Instructional Development; Instructional Materials; *Needs Assessment; Parent School Relationship; Resource Allocation; *Student Educational Objectives
IDENTIFIERS- *Priorities

Establishing instructional priorities in public schools is a worthwhile and important process. Because time and money are insufficient to increase staffing in schools, setting priorities is a necessary component of successful managing. Steps to be taken in setting instructional priorities are as follows: (1) Adopt a statement of mission describing the reason the school exists and a rationale for the district's goals. (2) Adopt a statement of beliefs about student learners. Staff and community should carefully consider the competing philosophies and arrive at a consensus view. (3) Adopt a set of beliefs about the role of parents and school-home cooperation. (4) Adopt a set of general objectives describing what students should accomplish in school. (5) Rank the general objectives in order of priority. This allows resources to be allocated in accordance with what is most important. (6) Have curriculum committies develop statements of belief for each subject area before purchasing materials. By this process, a district can effectively establish instructional priorities. (WTH)

ED 280 201 EC 191 786

Murphy, Linda B.
Post-Secondary Education for Learning Disabled Students. A Review.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Neurodevelopmental Center Conference of Northwest Ohio (Toledo, OH, March, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Community Colleges; Definitions; *Delivery Systems; *Educational Needs; Eligibility; Faculty Development; Interdisciplinary Approach; *Learning Disabilities; *Postsecondary Education; *Program Development; Vocational Education

The review examines the literature on services and needs of learning disabled students at the postsecondary level. Statistics are given showing that many learning disabled students do seek postsecondary education. Problems of definition and identification at the postsecondary level are noted. Observable characteristics of learning disabled postsecondary students are discussed and include academic problems, processing difficulties, and social-emotional deficits. The importance of increased planning for learning disabled students by postsecondary institutions is stressed. Two- and four-year postsecondary institutions are encouraged to plan in the priority areas of vocational guidance, planning, and education; faculty inservice; and development of an effective system of communication between university faculty members and clinicians working with learning disabled students. Promising programs are identified and such characteristics of successful programs as extensive cross-disciplinary screening, team planning for instruction, program evaluation, and community-public awareness components are noted. (DB)

ED 280 435 IR 012 571

Johnson, William E.
Evaluation of Computer Software for Use in the Classroom.
PUB DATE- 24 Nov 86
NOTE- 14p.; Paper presented at the National Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Software Reviews; Directories; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Microcomputers; Organizations (Groups); Resource Materials
IDENTIFIERS- Apple (Computer); *Software Evaluation

To help teachers cope with the proliferation of software and software sources, a number of resources are available to aid in the evaluation and selection of educational software. For instance, both the "Educator's Handbook and Software Directory" and "Swift's Directory of Educational Software, Apple II Edition" provide listings of educational software on specific subjects for the Apple microcomputer. Software review sources include the "Journal of Courseware Review," "Purser's Magazine," "MACUL Journal," MicroSIFT, and SOFTSWAP. Since evaluating software requires teacher judgment and sensitivity, criteria for evaluating software could include such questions as: whether the software is computer-specific to learning; whether the program is fun to use; whether the software allows for practice or experimentation; whether the software is suitable for various age groups; whether the software is open-ended; whether there are learning assumptions behind the software; and whether there are moral values built into the software. Guidelines developed by the International Council for Computers in Education (ICCE) and the International Reading Association (IRA) for the selection of appropriate classroom software are also provided, as well as Kenneth A. Ryba and James W. Chapman's guidelines for teachers who wish to write their own software, and five references. (DJR)

ED 280 519 JC 870 153

Ahrendt, Kenneth M., Ed.
Teaching the Developmental Education Student. New Directions for Community Colleges, Number 57.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-958-0
PUB DATE- 87
NOTE- 121p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Colleges; Developmental Studies Programs; Educational Testing; *High Risk Students; Learning Disabilities; Politics of Education; *Remedial Instruction; Remedial Mathematics; *Remedial Programs; Remedial Reading; Science Instruction; Student Placement; Tutorial Programs; Two Year Colleges; *Two Year College Students

This collection of essays addresses various themes related to developmental education in two-year colleges. The collection contains: (1) "Responding to Criticism of Developmental Education," by Arthur M. Cohen, which answers six criticisms commonly leveled against remedial education; (2) "The Politics of Remediation," by Dennis McGrath and Martin B. Spear, which relates the policy debate over the provision of remedial education to the struggle to define the nature and role of community colleges; (3) "Academic Support Services for Developmental and High-Risk Students in Community Colleges," by Gilbert J. Carbone, which considers models for academic support services; (4) "Assessment and Placement of Developmental and High-Risk Students," by Dorothy Bray, which relates skills assessment and course placement to student success and satisfaction; (5) "Learning Disabilities and the Developmental Education Program," by Bonnie J. Young and Bonnie L. Staebler, which offers insights drawn from research and other resources on ways community colleges can serve learning disabled students; (6) "Reading and Developmental Education," by Karen S. Piepmeier; (7) "Science and Developmental Education," by Gene F. Craven; (8) "Mathematics and Developmental Education," by Edwin D. Strowbridge; and (9) "Sources and Information: Developmental Education at the Community College," by Diane Zwemer, which offers an annotated bibliography of ERIC documents. (EJV)

ED 280 532 JC 870 167

Inservice for Occupational and Consumer and Home Economics Instructors: Community College Home Economics Regional Workshops (California, May 26, 1986-February 28, 1987).

Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 87
NOTE- 73p.
CONTRACT- 111-6-985
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clothing Instruction; Community Colleges; *Home Economics; *Home Economics Education; Home Economics Skills; *Home Economics Teachers; Home Management; *Inservice Teacher Education; Nutrition Instruction; *Occupational Home Economics; Participant Satisfaction; State Programs; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- *California

During fall 1986, a series of seven regional workshops were conducted for community college full- and part-time occupational and consumer and home economics instructors in California. The workshops were attended by a total of 319 instructors, 36 students, and 30 to 40 host college administrators and students. The workshops were designed to expand understanding of and commitment to the Community College Home Economics Program Plan, a guide for the development of home economics courses and programs in five areas of specialization (i.e., Child Development, Family Studies and Gerontology, Fashion, Interiors, Life Management, and Nutrition and Food); to provide implementation strategies which would be applicable to individual college settings; and to review strategies for recruiting and serving disadvantaged, limited-English speaking, handicapped, and single-parent students. The final report on the project includes: (1) financial information on the project; (2) a list of objectives; (3) a chart showing anticipated and actual outcomes corresponding to each project objective, including a profile of participants and evaluation data; (4) a list of major activities; (5) a summary of information dissemination efforts; (6) a report on internal evaluation activities and results; (7) observations and recommendations; and (8) promotional materials. (LAL)

ED 280 272 FL 016 513

Carmona, Francisco
English Pronunciation: A Systematic Approach to Word-Stress and Vowel-Sounds.
PUB DATE- 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Speech); Consonants; *English (Second Language); Generative Phonology; Linguistic Borrowing; Linguistic Theory; *Pronunciation Instruction; *Stress (Phonology); Suffixes; Suprasegmentals; Syllables; Teaching Guides; *Vowels
IDENTIFIERS- Prefixes

A handbook on English word stress and stressed-vowel sounds is based on the idea that these segments are, in most cases, controlled by phonological context and their pronunciation can be understood through a system of rules. It serves as a reference for teachers and as a text for students. Chapters address these topics: word stress and active and ambivalent suffixes; word stress and prefixes; stressed vowels (long and short) in their context; the sounds of stressed vowels controlled by "r"; stressed vowel clusters; and unstressed vowels in their context. Appended materials include notes on some English consonants, historical principles of word stress, and pronunciation of recent loan words. (MSE)

ED 280 303 FL 016 568

Hurley, Joni
Classroom Techniques for Teaching Oral Proficiency.
PUB DATE- 24 Oct 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Communicative Competence (Languages); *Course Organization; Curriculum Development; *Educational Objectives; *Language Proficiency; Oral Language; Second Language Instruction; Small Group Instruction; Spanish; *Speech Skills; Test Items; Vocabulary Development

Second language classroom techniques and activities promoting oral proficency are suggested and discussed. The suggestions are based on a course organization that focuses on basic communicative goals and uses frequent conversation between paired students. The activities include retelling partner responses and situational role-playing. Approaches to integrating topics such as numbers, grammatical points, and vocabulary into the proficiency-based course design are discussed, and test techniques and items are also suggested. (MSE)

Nasr, Raja T., Ed.; And Others
Foreign Language Teaching and Cultural Identity.
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 82
NOTE- 143p.
LANGUAGE- Portuguese; English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- African Culture; Bilingualism; Children; Comparative Education; Cultural Awareness; *Cultural Background; *Developing Nations; Educational Needs; English (Second Language); *Ethnicity; Foreign Countries; *Identification (Psychology); Language Attitudes; Primary Education; *Second Language Instruction; *Student Needs; Textbook Preparation
IDENTIFIERS- Africa; Arab States; Brazil; Sri Lanka

A collection of works on the role of cultural identity in second language learning and teaching includes: "Linguas estrangeiras e ideologia" (Roberto Ballalai); "Cultural Identity and Bilinguality" (Josiane F. Hamers, Michel Blanc); "Foreign Language Teaching and Cultural Identity" (Lakshmie K. Cumaranatunge); "Ensino de linguas estrangeiras e identidade cultural" (Ligia Fonseca Ferreira); "Enseignement des langues vivantes et identite culturelle" (Ngabira Me-Biraboneye); "Foreign Language Teaching in the Arab World" (Raja T. Nasr); "The English Language and the African Culture" (Segun Odunuga); "Needs, Cultural Identity and Foreign Language Teaching" (Eddy Rosseel); "EFL and ESL Textbook Writing for Primary Schoolchildren: Experiences in Brazil and Sri Lanka" (Catherine Young Silva); "Towards a Reconsideration of Foreign Language Teaching in the Third World--The Case of Brazil" (Lynn Mario T. Menezes de Souza); "Problemes d'enseignement des langues dans les pays en developpement" (Z. Zachariev); and "A interferencia da

industria da cultura no ensino de linguas" (Zelio). (MSE)

ED 280 448 IR 012 584

Charp, Sylvia
Feasibility Study on the Use of Computer Managed Learning in Secondary Schools in the U.S.A.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
PUB DATE- Feb 84
NOTE- 32p.; A chart contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Testing; *Comput-r Managed Instruction; Computers; Diagnostic Teaching; Elementary Secondary Education; Feasibility Studies; *Individualized Instruction; *Microcomputers; *Recordkeeping; School Districts; *Time Sharing
IDENTIFIERS- Comprehensive Achievement Monitoring; Instructional Management Systems; Minnesota; Pennsylvania (Philadelphia)

A brief description of computer managed instruction (CMI), including its applications and capabilities, introduces case studies of schools in the United States that are using three different CMI systems. The first system discussed is the Comprehensive Achievement Monitoring (CAM) Program, which was developed by a small school district (Hopkins, Minnesota) for a time-sharing system, and is now being used in a microcomputer. The microcomputer version has been redefined as the Mastery Management System (MMS). The second system--the Instructional Management Program (IMP)--is being used in a large school system in a number of schools, still in a time-sharing system, but adaptation for a microcomputer is being investigated. The third system is a generalized management system which was developed by a publisher for sale to schools. Developed for the microcomputer, this system is restricted in the number of students and the amount of data it can handle, but it is in use in many U.S. schools, and is included in this report as typical of what is being sold in the United States. Each case study presents a brief description of the program as well as an analysis of its basic operations, ways in which the program is being used, and information about the system that is distributed to students. The paper concludes with a summary of the capabilities of CMI, e.g., the generation and scoring of tests, managing instructional resources, and data management. Several diagrams and charts are provided in the case study of IMP. (BBM)

ED 280 491 IR 051 850

IFLA General Conference, 1986. Management and Technology Division. Section: Information Technology. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; Databases; Developed Nations; Foreign Countries; *Information Technology; International Organizations; Library Associations; *Library Automation; Library Materials; Multilingual Materials; *Online Systems; *Optical Disks; Shared Library Resources

IDENTIFIERS- Australia; *Bibliographic Data Bases; Information Management; Japan; *Nonroman Scripts

Four papers on information technology were presented at the 1986 International Federation of Library Associations (IFLA) conference. In the paper "Optical Disc Technology Used for Large-Scale Data Base," Naoto Nakayama (Japan) considers the rapid development of optical technology and the role of applications such as optical discs, optical fiber cables, and optical printers in structuring large-scale database systems. Seven figures supplement the text. In a report on the IFLA Pre-Conference Seminar on Automated Systems for Access to Multi-Lingual and Multi-Script Library Materials, Stephen W. Massil of the United Kingdom summarizes papers concerning the automation of non-Roman scripts. National and international standards, computer developments that fail to take library requirements into proper account, and the need for increased dialog between North America and East Asia are noted as areas of concern. "The Australian Bibliographic Network" by Warren Horton of Australia discusses the establishment of a national online bibliographic facility based on cooperative participation and the facility's impact on shared development of Australia's library services. Finally, in "The Role and Use of Information Technologies and Databases for the Development of Information Management in Japan," Hisamichi Yamazaki of Japan considers the application of leading-edge technologies to information management and documentation. (KM)

ED 280 188 EA 019 311

McMahon, Dennis O.
Getting to Yes.
PUB DATE- 20 Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Board of Education Policy; *Collective Bargaining; Elementary Secondary Education; Employer Employee Relationship; *Grievance Procedures; Labor Relations; Motivation Techniques; Needs Assessment; Organizational Communication; Organizational Theories; *Participative Decision Making; *Problem Solving; School Law; *Teacher Administrator Relationship; Team Teaching; Teamwork; Workshops
IDENTIFIERS- *Michigan

This report describes a problem-solving approach to grievance settling and negotiations developed in the Brighton, Michigan, school district and inspired by the book, "Getting To Yes," by Roger Fisher and William Ury. In this approach teachers and administrators come to the table not with fixed positions but with problems both sides want to have solved; hence team members should be trained in problem-solving and positional bargaining. In Brighton, attorneys skilled in conflict management conducted seminars for teachers, administrators, and board members; effective results brought plans for continued training. In the "Getting To Yes" process as practiced in Brighton, rather than making demands, teachers stated desired changes, such as more time for inservice, and both sides brainstormed to reach solutions. Ideas narrowed down to advantages and disadvantages, from which mutual agreements were attained. Understanding develops when teams work together to attack problems, not each other. The process's disadvantages include the time commitment required of board members and solutions that are not always acceptable to those preferring hard-line bargaining. The salient advantage is obtaining answers that do solve problems rather than merely winning bargaining points. Brighton teachers shared costs to bring the attorneys back to conduct a grievance settlement conference. The method taught teachers and administrators to listen to each other's problems and to strive for agreements that accommodate all involved, including students and community. (CJH)

ED 280 216 EC 192 116

Blackbourn, J. M.
Fostering Social Skill Generalization in Elementary Aged Learning Disabled Children.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Iowa Educational Research and Evaluation Association (November 14-15, 1985). Charts may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; Elementary Education; Elementary School Students; Generalization; *Interpersonal Competence; *Learning Disabilities; *Mainstreaming; *Resource Room Programs; Social Development; *Transfer of Training
IDENTIFIERS- Single Subject Research Design

The generalization of specific social skills to new environments by four elementary aged learning-disabled students was studied using a modified multiple baseline, single-subject research design. During one spring semester, each student was trained for 12 weeks in the use of a specific social skill (such as compliance, cooperative play, or non-argumentative behavior) in the learning disabilities resource room. Training included discussion and verbal rehearsal of means and results of using the social skills with the subjects. Once the student's use of the social skills had become proficient, attempts to establish the skill outside the resource room (such as in a mainstreamed classroom) were initiated. Reinforcement (systematic teacher attention, parent encouragement) were delivered to students in the new environments. When the students were again observed during the following fall semester for nine weeks, it appeared that all students manifested generalization of the social skills to the new environments. (Author/CB)

ED 280 244 EC 192 148

Rehabilitation Broadcasts for Rural Areas.
Mental Health Centre, Peshawar (Pakistan).
PUB DATE- Nov 86
NOTE- 51p.

AVAILABLE FROM- International League of Societies for Persons with Mental Handicap, 248 Avenue Louise, Box 17, B-1050, Brussels, Belgium.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Caseworkers; Children; *Community Attitudes; Developing Nations; *Disabilities; Educational Radio; Foreign Countries; Mass Instruction; *Normalization (Handicapped); Parent Child Relationship; *Rehabilitation; *Rural Areas; Scripts; Young Adults
IDENTIFIERS- *Pakistan

The document presents a series of 14 scripts focusing on families with disabled children, written in English for radio broadcast in translation to rural village areas in Pakistan. Intended to educate the public concerning disabilities and how families can help their handicapped children participate as fully as possible in community life, the format typically consists of an informal conversation between a rehabilitation counselor and parents, village leader, school headmaster, or disabled adult. Script titles are as follows: (1) "One in Ten Is Disabled," (2) "The Mentally Retarded Child," (3) "People Who Have Fits," (4) "Physically Disabled Child (Following Polio)," (5) "The Blind Child," (6) "Blind Young Men," (7) "The Deaf Child: Diagnosis and General," (8) "Deaf Child (Speech Development)," (9) "Program for the Mentally Retarded Child," (10) "Children with Cerebral Palsy," (11) "Speech Problems and Behavior Difficulties," (12) "Cause and Prevention of Disabilities," (13) "Going to School," and (14) "Round Up" (a summary of the concepts and information presented in previous broadcasts). Brief appendices present notes on script adaptation and presentation, as well as a vignette of the role of the rehabilitation specialist. (JW)

ED 280 258 EC 192 412

Vanderheiden, Gregg C.
Computers as Augmentative Communication Systems.
Wisconsin Univ., Madison. Trace Center.

PUB DATE- 85
NOTE- 10p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192 411-415.
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 ($1.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Microcomputers; Programing; Rehabilitation; Word Processing

The paper describes concepts and principles resulting in successful applications of computer technology to the needs of the disabled. The first part describes what a microcomputer is and is not, emphasizing the microcomputer as a machine that simply carries out instructions, the role of programming, and the use of prepared application programs. The second part examines three roles for the computer in the communication rehabilitation of the disabled: (1) temporary use of a computer for assessment, education, therapy, or training; (2) long-term use of a computer as a personal aid (usually of a prosthetic nature); and (3) use of the same computers running the same programs as everyone else. The effective use of computers as personal communication aids is stressed, with particular emphasis on the importance of portability, the computer as a component of a communication system, and the computer's role in writing. Among the possible future trends identified are technical advances (such as headpointing, eyegaze and voice input) and social advances (such as more successful competitive employment by disabled individuals and better information and service delivery). (DB)

ED 280 288 FL 016 549

Hadaway, Nancy L.; Cukor-Avila, Patricia

Composing in Two Languages: A Bilingual Child's Response.

PUB DATE- Oct 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Social Science Association (San Antonio, TX, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Bilingual Students; *Child Language; *Code Switching (Language); Cognitive Processes; Communication (Thought Transfer); Discourse Analysis; English; Grade 3; *Interference (Language); Language Patterns; Language Usage; Language Variation; Primary Education; Spanish; *Writing (Composition)
IDENTIFIERS- *Dialogue Journals

A study of code-switching in a group of 35 Spanish-English bilingual third-graders is reported. The students' diary journal entries and writing assignments based on previous classwork are examined. Retelling of stories previously told by the teacher and the journal entries helped identify the kind of language used by students, the code-switching differences in oral versus written language, and the relationship of code-switching to the type or purpose of the writing. The study found evidence of language variation in the form of language interference and code-switching. Samples of interference clearly demonstrate the students' occasional need to fall back on first-language competence to communicate a message. Code-switching instances suggest a difference between previously reported language mixing in speech and code-switching in writing. Written code-switching was limited to single lexical items or very short phrases. In addition, the purpose of the writing appeared to affect code-switching tendencies, with more code-switching appearing in free-writing journal entries than in assigned work. Implications of the findings for the classroom writing environment are discussed. (MSE)

ED 280 334 HE 020 149

Chen, May K. C.
Selected Characteristics of Newly Hired Faculty in New Jersey Public Colleges and Universities: Fall 1984-Fall 1985. Chancellor Report to the Board of Higher Education, February 1987.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Feb 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Educational Background; Higher Education; Intellectual Disciplines; *Public Colleges; Teacher Characteristics; *Teacher Employment; Universities
IDENTIFIERS- *New Jersey

Information on newly hired faculty in New Jersey public colleges for fall 1984 and fall 1985 is presented, including degrees held, academic rank, and teaching fields. Data are provided for the state colleges, community colleges, Rutgers University, the New Jersey Institute of Technology, and the University of Medicine and Dentistry of New Jersey (UMDNJ), as well as for individual state and community colleges. Highlights include: a total of 485 new faculty members were hired in fall 1984, and 482 in fall 1985; the proportion of doctoral degree holders (including Ph.D., Ed.D., M.D., and J.D.) increased from 49.8% to 53.4%; the proportion of terminal degree receivers increased from 64.1% to 67%; for both years, more than half of the new faculty members were hired at the rank of assistant professor or higher (56% in 1984 and 58.7% in 1987); the majority of new faculty in natural sciences held doctorates (66.7% in 1984 and 78.4% in 1985); more than half of new computer science/math faculty had a master's as their highest degree; at community colleges, unlike the senior public sector, the majority of newly hired faculty in each of the teaching fields held master's degrees as their highest degree received. (SW)

ED 280 349 HE 020 164

Oosting, Kenneth W.
Presidential Management Style in the Christian, Liberal Arts College.
PUB DATE- 31 May 85
NOTE- 17p.; Paper presented to Deans of the Christian College Coalition Conference on "The Task of Evangelical Higher Education" (Wheaton, IL, May 31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Church Related Colleges; *College Administration; *College Presidents; Governance; Higher Education; *Interprofessional Relationship; *Leadership Styles; Liberal Arts; Teacher Administrator Relationship

The management styles of presidents of 10 Christian, liberal arts colleges were assessed, as part of research conducted at Christian or church-related liberal arts colleges that were identified as being well managed by one or more persons. The 10 presidents ranged in age from the late 30s to the early 60s, with an average age of 52.2. Their baccalaureate education involved a variety of disciplines with only one in theology, and all had earned doctorates. Eight of the 10 had previously been an academic vice president, and the sample had an average of 26.5 years of full-time experience in higher education. Seven management practices common to the 10 presidents were: the use of a President's Cabinet to advise the president significantly affected the college; the presidents emphasized relationships with the board and the faculty; they stressed planning; they insisted that the whole college be well managed; they insisted on delegation; they emphasized people; and they were interested and active in the community outside the campus. The presidents' attitudes toward the college's relationship with the church and its role in affirming the faith of students were also determined. (SW)

ED 280 364 HE 020 180

The Successful Mobilization of a Campus Community for Student Retention. Report of the University Retention Steering Committee.

Eastern Michigan Univ., Ypsilanti.
PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Dormitories; Higher Education; High Risk Students; *Potential Dropouts; *School Holding Power; *School Orientation; Staff Development; *Student Adjustment; Student College Relationship; Student Participation
IDENTIFIERS- *Eastern Michigan University

Components of a student retention program at Eastern Michigan University are examined; for each effort to improve retention, project objectives and design, results, and recommendations are presented. Retention initiatives, decided upon as a result of a campus-wide mobilization of effort, include: a student-focused orientation system, a fast track program that consists of a one-day, individualized opportunity for freshmen students and their parents; an orientation pre-session (before fall classes) that involves program modules such as academic success, careers, personal choices and changes, and campus involvement; an ongoing orientation course for first-time college students that is designed to improve student ajustment and to enhance retention of high-risk groups; residence halls for freshmen that provide special support; a research project to identify freshmen with potential adjustment problems; an academic department retention followup project that determines students' intent to return to the university for the next year; a program that provides incentives for early registration; a project to identify the benefits of student involvement in the campus community; a student leadership development project; and a staff development program that emphasizes institutional policies. (SW)

ED 280 392 HE 020 243

Cook-Fuller, Charlotte; Dumont, Richard G.

Should Non-Tenure-Track Faculty Participate in University Governance? An Empirical Investigation of Faculty Attitudes. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; College Governing Councils; Departments; Eligibility; *Governance; Higher Education; *Nontenured Faculty; *Participative Decision Making; State Universities; Teacher Attitudes; *Teacher Participation; *Tenured Faculty
IDENTIFIERS- *AIR Forum; *Towson State University MD

Views concerning the participation of nontenure-track faculty in campus governance were surveyed at Towson State University (Maryland). In spring 1985, a questionnaire was sent to all 425 full-time faculty members at the university, and 298 responses were obtained. Only 3% of nontenure-track faculty responded to the questionnaire, compared to 70% of tenured and tenure-track faculty. The sample was overrepresented by both tenure-track faculty and those in the upper ranks of professor and associate professor, and underrepresented by those with the fewest years of service at the university. The questionnaire focused on the level of governance at which participation might occur, the nature of participation, and whether or not nontenure-track faculty should be permitted or expected to participate. There was stronger agreement that nontenure-track faculty should be expected and/or permitted to participate in governance at the departmental level than at the university senate level, where attitudes were more polarized. Attitudes by rank, age, college, and other variables were assessed. (SW)

ED 280 407 HE 020 258

Kutina, Kenneth L.; And Others
Marketing, Investment, and Institutional Renewal in the Academic Research Sector. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; College Faculty; Departments; Economic Factors; Equipment; Expenditures; Fund Raising; Higher Education; Income; Institutional Research; Investment; Marketing; *Models; *Money Management; Operating Expenses; Philanthropic Foundations; *Private Financial Support; Program Costs; *Research Administration; *Research Universities; Simulation
IDENTIFIERS- *AIR Forum; *Revitalization

The problem of selective renewal of basic research capability within a professional (medical) school of a major research university is addressed. Attention is directed to a strategy and process for conducting such a revitalization that includes marketing the program in a partnership modality to a local foundation. Reasons that the foundation helped to rebuild the school's basic research strength are identified, including the relationship between the school and the local health industry. The net financial impact on the school of four alternate revitalization scenarios was evaluated using a system dynamics simulation model that is programed in "STELLA" and runs on Apple's Macintosh computer. The model takes into account research income, operating expenses, expenditures, dollars in the funds reserve, equipment needs, and faculty variables such as hiring costs. The model was used to evaluate the impact, in terms of external funds generated, resulting from alternate levels of investment in a simulated department. The return was viewed as the research and tuition income generated by departmental activities, while investment was the annual operating budget allocated by the school plus startup dollars. (SW)

ED 280 422 HE 020 274

Gibson, Diane Lammey; Golden, Cynthia
Developing a Faculty Information System at Carnegie Mellon University. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; Databases; Decision Making; Higher Education; Information Needs; Institutional Research; *Management Information Systems; *Personnel Management; *Program Development; *Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *AIR Forum; *Carnegie Mellon University PA; INGRES Database Management System

The development of a faculty information system at Carnegie Mellon University is traced using a case study approach. Attention is focused on the process of system design by committee, the resulting relational database, and its impact on institutional research and university reporting. Technical implementation and details of the system design are covered. Goals for the system were to provide: access to both current and historical information; and an integrated database of faculty information from which queries, reports, and analyses could be easily generated. The ultimate goal was to provide information to support faculty-related decision-making processes, both centrally and in colleges and departments. The relational database management system, INGRES, was chosen for development of the information system. Included in the system were biographical, salary, teaching, and research data. Future directions in the ongoing project include the development of a university information system that will integrate faculty, student and space data, and the transfer of data from this system through the campus-wide network of personal computers. (SW)

McCabe, Carol, Ed.
Policy Statements on Collection Development. A Compendium from Alaskan Libraries.
Alaska State Library, Juneau.
PUB DATE- Aug 86
NOTE- 249p.; Pages 16-27 and 66-74 are marginally reproducible; pages 187-191 contain light print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; *Library Collection Development; Library Cooperation; *Policy; Public Libraries; School Libraries; *Shared Library Resources; Special Libraries; *Statewide Planning
IDENTIFIERS- *Alaska

Developed as part of a statewide coordinated collection development effort, this document is a compendium of the narrative statements of collection development policies from 19 Alaskan university, public, school, and special libraries. Only the basic narrative plus any unique appendices are included for each policy, and some of the policies are incomplete. The Library Bill of Rights and other American Library Association intellectual freedom statements are referenced in the majority of policies, but are appended to the Anchorage Municipal Libraries policy only. Collection development policies, organized by region, are included for the following libraries: (1) Capital City Libraries; (2) Alaska Department of Environmental Conservation Library; (3) Juneau-Douglas High School Library; (4) Juneau Public Library System; (5) U.S. Bureau of Mines Library; (6) University of Alaska, Juneau Library; (7) Petersburg High School and Middle School Library; (8) Kettleson Memorial (Sitka Public) Library; (9) Sitka School District; (10) Irene Ingle (Wrangell) Public Library; (11) Alaska Resources Library (U.S. Department of the Interior); (12) Anchorage Municipal Libraries; (13) University of Alaska, Anchorage Library; (14) Kuskokwim Library (Bethel); (15) Matanuska-Susitna Community College Library (Palmer); (16) Fairbanks North Star Borough Public Library; (17) Fort Wainwright Post Library (Fairbanks); (18) Rasmuson (University of Alaska, Fairbanks) Library; and (19) Kegoayah Kozga Library (Nome). (KM)

IFLA General Conference, 1986. Collections and Services Division. Section: Acquisitions and Exchange. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 74p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Bibliographies; Developed Nations; Foreign Countries; Global Approach; Higher Education; International Organizations; *Library Acquisition; Library Associations; *Library Collection Development; *Library Materials; Research Libraries; *Shared Resources and Services
IDENTIFIERS- Japan; Subscription Agents; West Germany

Papers on acquisitions and exchange presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) a condensed English version and the full German text of the presentation, "Document Exchange and the Deutsche Forschungsgemeinschaft (German Research Council)--The Acquisition of Grey and Special Literature as a Central Function of Supra-Regional Literature Provision in the Federal Republic of Germany" (Joachim-Felix Leonhard, West Germany); (2) "The International Exchange of Publications in Japan" (Akio Sakai, Japan); (3) the condensed English version and the full German text of the presentation, "Acquisition and Exchange of Far Eastern Materials in the Federal Republic of Germany--Experiences of the Far Eastern Department of the State Library of Prussian Cultural Foundation" (Helga Dressler, West Germany); (4) "Another 'Tyranny of Distance'--Acquisitions of Japonica in the National Diet Library" (Shozo Nakano, Japan); (5) "Observations on Doing Business as a Subscription Agent in Japan, Europe, and the Americas" (Adrian Swets, Netherlands); and (6) "On the Preparation of International Bibliography--'International Exchange of Publications'" (Z. P. Sorokina, USSR). (KM)

ED 280 506 IR 051 866

Pastori, Sharon; And Others
Literacy for Every Adult Project (LEAP). Report of Learning Center Component.
Richmond Public Library, Calif.
PUB DATE- Sep 86

NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Annotated Bibliographies; *Computer Assisted Instruction; *Computer Software; Interviews; Lesson Plans; *Library Services; *Literacy Education; Microcomputers; Program Evaluation; Public Libraries; *Tutorial Programs; Word Processing
IDENTIFIERS- California; *Literacy for Every Adult Project CA

This review of the activities of LEAP (Literacy for Every Adult Project), a free, basic skills tutorial program for adults, is divided into two parts. Part 1 provides the most recent assessment of the LEAP microcomputer learning center, which was funded in 1985 through a Library Services and Construction Act grant, and Part 2 details the early activities of the center shortly after its opening in the spring of 1984. Topics discussed in Part 1 include the spring, 1986, evaluation of the use of word processing and lesson plans for software programs, the value of incorporating computer aided instruction (CAI) in library-based literacy programs, requirements for a minimal program, and the expectations and realities of the LEAP learning center. Part 2 includes a discussion of the background and an evaluation of the project, a description of the LEAP learning center and its curriculum, a project summary and recommendations, and a 27-item bibliography. A sample lesson plan for use with software, interviews with LEAP learners, and a lengthy annotated bibliography of software programs used at the LEAP learning center are appended. (KM)

ED 280 561 PS 016 352

O'Connell, Martin; Bloom, David E.
Juggling Jobs and Babies: America's Child Care Challenge. Population Trends and Public Policy, Number 12.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Feb 87
NOTE- 20p.; Two-tone color charts may not reproduce clearly.
AVAILABLE FROM- Circulation Department of the Population Reference Bureau, Inc., P.O. Box 96152, Washington, DC 20090-6152 ($3.00; discount on quantity orders. Orders of $50.00 or less must be prepaid and include $1.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Demography; Early Childhood Education; *Employed Parents; *Family Problems; Futures (of Society);

*Mothers; *Population Trends; *Public Policy; Social Change

The most remarkable trend in the U.S. labor force over the past 3 decades has been the entrance of more and more mothers of young children. In 1985, a total of 54 percent of the women with children under 6 years of age were working--four times the 1950 level. This report summarizes recent trends in labor force participation and outlines some of the obstacles faced by working mothers as they attempt to juggle job and family responsibilities. It shows that the lack of affordable child care is probably preventing many poorly educated and low-income mothers from working at all, when they are the women who need jobs the most. Discussion focuses on (1) why more women are working; (2) documenting the trends; (3) combining family and jobs; (4) balancing personal and professional lives; (5) caring for children at work; (6) characteristics of the young mother, the delayed childbearer, the unmarried mother, and the young single mother; (7) child care problems; (8) actual child care choices working mothers make; (9) the increasing demand for child care services; (10) the child care industry; (11) public policy issues; and (12) the outlook for the future. The report is illustrated with black and white photographs and color charts. (RH)

ED 280 176 EA 019 286

Liebertz, Skip; And Others
"Share the Success": Developing a Community Relations Plan That Works.

PUB DATE- 6 Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Audience Analysis; Board Administrator Relationship; Boards of Education; Citizen Participation; Communication Problems; Communications; Communication Skills; *Community Attitudes; *Community Relations; Community Support; Community Surveys; Elementary Secondary Education; Formative Evaluation; Information Dissemination; News Media; Public Opinion; *School Community Relationship; School Districts
IDENTIFIERS- Oregon (Salem)

This paper addresses the issue of community relations through a presentation given by the four members of the school board and administration of a medium-sized school district in Salem, Oregon. Community relations is defined as two-way communications between a school district and the public. Public feedback is necessary for improvement of school-community relations, and for acquiring community support of tax levies. To meet the goal of improved communications, a comprehensive plan was developed using four steps: (1) analysis of information collected from the community through surveys, the media, and other sources; (2) planning of the target audience, determining the message to be sent to each group, evaluating existing communication programs, and identifying feasible communication methods; (3) execution and communication, including identification of who is responsible for which activity, incorporating communication skills on employee evaluations, encouraging employees to participate in the community, and assuring that employees are well-informed; and (4) evaluation of communication activities, involving degree of success, time effectiveness, number of people reached, response, and developing a new plan based on the results of the evaluation. Successes of this district's program are recounted, and suggestions as to how other districts could develop similar plans are offered. (WTH)

Scott, Bruce H., Ed.
Book of Renovations. A Compilation of Drawings Depicting the Most Common Problems and Solutions to Renovating Existing Buildings and Facilities to Make Them Accessible to and Usable by People with Physical Disabilities.
Kansas Univ., Lawrence. Research and Training Center on Independent Living.
SPONS. AGENCY- Missouri Governor's Committee on Employment of the Handicapped, Jefferson City.
PUB DATE- 85
NOTE- 33p.; Also funded by the Greater Kansas City Council of Handicapped Citizens (defunct).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Design Requirements; *Facility Improvement; *Physical Disabilities; *Physical Mobility; *Structural Elements (Construction)

This booklet presents a compilation of ideas and illustrations intended to solve many accessibility problems of physically handicapped persons using older buildings and facilities which were built before legislation and regulations mandating accessibility for disabled persons were passed. The solutions pictured in the booklet are intended to meet the spirit of these laws and regulations by removing structural restraints and dealing with space limitations which affect the mobility of impaired individuals. Problem areas addressed include: accessible parking; accessible curbs; walkways and ramps; handrails; exterior approach; entrances; stairs; elevators; rest rooms; assembly areas; pay telephones; water fountains; interior spaces; and controls (such as light switches). (CB)

ED 280 230 EC 192 131

Hoge, Robert D.
An Examination of the Giftedness Construct.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Ability; *Definitions; Elementary Secondary Education; Evaluation Criteria; *Gifted; Intelligence Quotient; Labeling (of Persons); *Models; *Student Characteristics; *Student Placement; *Talent Identification

There has been a considerable expansion in the uses and definitions of giftedness constructs since 1958, when constructs were typically defined in very narrow cognitive terms (such as intelligence test scores). Currently, gifted constructs have a wide variety of definitions which reflect closely-linked processes used for identifying and selecting (and subsequently labelling) gifted pupils and for making decisions about program goals and procedures. The breadth of such constructs range from definitions involving a single characteristic (such as creativity or mathematical aptitude) to those which include a broad range of cognitive and noncognitive characteristics. Other dimensions in the variability of gifted constructs include content, level of exceptionality, a static or dynamic focus, and precision of the construct's definition. Another issue of importance concerns the sources of definitions for constructs; these include derivations from theory, derivations from selection instruments, and empirical derivations. To be accurate and meaningful, each gifted construct should have four conditions: explicit definition; a theory-value base; derivation of the selection model from the construct; and empirical validation. (CB)

ED 280 304 FL 016 569

Terry, Robert M.
En peril. Un jeu de vocabulaire et de connaissance generale = Jeopardy. A Game of Vocabulary and General Knowledge.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- French; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classification; Competition; *Cultural Awareness; *French; *Games; Group Dynamics; Knowledge Level; Learning Activities; *Questioning Techniques; Second Language Instruction; *Vocabulary Development

"En peril," a variation of the television game show "Jeopardy," is a team or individual quiz game designed for use in the French language classroom. The game calls for a knowledge of thematic or topical vocabulary, drills a wide range of interrogative constructions, tests general knowledge and cultural information about the target country or countries, and involves friendly competition among students. An introductory section describes the game's rules and makes suggestions for classroom use. A list of suggested categories, point value items, and key vocabulary and a game board are included. (MSE)

ED 280 378 HE 020 229

Stubbs, Paul R.

An Examination of the Academic Decision-Making Model at John Abbott College. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; *Decision Making; *Faculty College Relationship; Foreign Countries; *Governance; Higher Education; Institutional Research; Interviews; Models; Participative Decision Making; Teacher Administrator Relationship
IDENTIFIERS- *AIR Forum; *John Abbott College PQ

The academic decision-making model at John Abbott College in Quebec was evaluated, based on interviews with faculty, mid-level managers, and administrators. Interview responses indicated a need for better understanding of the procedural and communication lines of the decision-making process. A general belief existed that academic decisions were frequently made in isolation from the concerns of the college community. The structure was seen as appropriate, but input to the system and dissemination and implementation of decisions were seen as problematic. A number of respondents thought the academic decision-making process had too much emphasis on crisis management (i.e., the process was more reactive than proactive). Many respondents felt that there was too long a time lag between recommendations by the Academic Council and responses by the academic administration. The majority saw decision-making as a consultative process; however, some saw the mechanism to produce collegial participation as a sham or a method to avoid conflict and antagonism. It was recommended that the mechanism for input to the decision-making process be improved and that academic decisions be clearly enunciated to the college community. The interview questions and organizational charts are appended. (SW)

ED 280 547 JC 870 189

Cohen, Arthur M.
Twenty Years of Progress toward a Discipline.
PUB DATE- 9 Apr 87
NOTE- 14p.; Keynote Address of the Annual Convention of the Western College Reading and Learning Association (20th, Albuquerque, NM, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Community Colleges; *Educational Trends; Professional Associations; *Remedial Instruction; *Remedial Programs; *Remedial Reading; *Research Needs; Two Year Colleges
IDENTIFIERS- *Western College Reading and Learning Association

The Western College Reading and Learning Association (WCRLA) has been a lead organization in promoting a professional consciousness among teachers of remedial studies and managers of learning laboratories. Its members are also creating an academic discipline centering on the principles of instruction. The theories of this discipline have been adopted from psychology, centering on learning and motivation, and modified to reflect the belief that all sentient people can be taught. In the development of both the discipline and the profession, the WCRLA has and should continue to produce studies of the effects of its efforts, including measures both of short- and long-term retention and success, as well as current status studies, studies of program costs, and numbers enrolled. The discipline's progress depends on the constant effort to describe treatments and demonstrate effects. By using their own methodologies and publicizing their own findings, the WCRLA and its members will further the development of a unique discipline and enhance their standing as managers of learning. (Author/EJV)

ED 280 273 FL 016 515

Barnes, Sharon S.
An Annotated Bibliography of Literature Concerning the Role of Culture in Foreign Language.
PUB DATE- 30 Jun 86
NOTE- 47p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *Communication (Thought Transfer); *Cultural Awareness; *Cultural Education; *Cultural Influences; Elementary Secondary Education; Expectation; Intercultural Communication; *Language Attitudes; *Second Language Learning; Student Attitudes; Teacher Attitudes; Testing; Textbook Content

An annotated bibliography of materials concerning the role of culture in foreign language learning focuses on the complexity and the importance of cultural awareness and on its integration into the foreign language curriculum. The first group of citations concerns the value of culture in the communication process and includes materials on sociological issues, attitudes toward foreign cultures, and attitudes toward and expectations of foreign languages. The second group of citations addresses issues in the integration of culture into classroom activities, including methodological concerns, textbooks and testing, and teaching strategies. Conclusions derived from the survey of the literature and recommendations for further research, curriculum development, and classroom techniques are also presented. (MSE)

ED 280 321 HE 020 132

Wilson, Reginald
Recruitment & Retention of Minority Faculty and Staff.
PUB DATE- Feb 87
NOTE- 5p.
AVAILABLE FROM- American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Black Teachers; *College Faculty; *Employment Opportunities; Employment Practices; Faculty College Relationship; Higher Education; Hispanic Americans; *Minority Groups; *Minority Group Teachers; Personnel Policy; *School Personnel; Teacher Employment; *Teacher Recruitment; Tenure

Affirmative action issues in selecting and retaining minority faculty and college staff are discussed. Historical and political developments affecting job openings for minorities are briefly reviewed, along with demographic trends concerning the number of minorities of college-going age and their rate of college attendance. Myths about affirmative action are addressed, including the myth that minorities with terminal degrees are not available; that minority women are "prime hires" because they represent two "protected groups"; and that minority science and engineering Ph.D.s are rare and can command top salaries. Issues and suggestions concerning recruiting minority college staff are considered, including: the college president should clearly articulate commitment to affirmative action; the affirmative action officer should report to the president; budget allocations to college divisions should be partially formulated on the basis of the attainment of affirmative action goals; affirmative action officers should meet with each search committee before the screening process begins; and institutions could aggressively recruit minority doctoral students in disciplines where they are grossly underrepresented and then hire them as junior faculty upon completion of their studies. Perspectives on minority staff retention are also addressed. (SW)

ED 280 436 IR 012 572

Exploratory Computer Literacy Curriculum Guide, Grades 7-8. Resource Unit.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-86-9845
PUB DATE- Jun 86
NOTE- 127p.; For the curriculum guide, see ED 264 835.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Literacy; *Computer Software; Copyrights; Curriculum Enrichment; Educational Media; Grade 7; Grade 8; Integrated Curriculum; Junior High Schools; *Learning Activities; *Microcomputers; *Models; State Curriculum Guides; Statewide Planning
IDENTIFIERS- *Hawaii

This resource unit, an addendum to The Exploratory Computer Literacy Curriculum Guide, Grades 7-8, is designed to provide teachers with guidelines and classroom computer activities for integrating computer literacy into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers' own environment variables such as school size, student characteristics, accessibility to microcomputers, and teaching style. A section on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school setting is provided in a section on integrating the computer literacy program into the curriculum, which addresses such topics as administrative support, a school computer coordinator, schoolwide planning and cooperation, and resources and faculty workshops. Five models are proposed as alternatives for delivering computer literacy instruction in the secondary schools. Sample activities are provided for the language arts, mathematics, science, and social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activity time, teacher preparation, and sequence of activities. Resources include lists of recommended software and additional teaching aids. (DJR)

ED 280 520   JC 870 154

McDougall, Kay; Giallo, Joseph
Project Employment Report: A Labor Market Needs Assessment of Santa Cruz County.
Cabrillo Coll., Aptos, Calif.
PUB DATE- 86
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Demand Occupations; *Economic Climate; Employer Attitudes; Employment Opportunities; *Employment Patterns; Industrial Training; Job Training; *Labor Force Development; *Labor Market; *Labor Needs; Labor Supply; Needs Assessment; Occupational Surveys; Questionnaires; Two Year Colleges

In September 1986, a comprehensive labor market survey of Santa Cruz County, California, was conducted by Cabrillo College to assess the employment and training needs of business leaders in the county. Questionnaires mailed to 428 randomly selected businesses and services yielded the following findings: (1) the service and retail industries were expected to experience the greatest amount of growth; (2) job opportunities were projected to occur most frequently in the areas of service, clerical and office, and labor; (3) job openings as a result of retirements and replacements were not seen as an important source for employment opportunities; (4) the increasing numbers of women and minorities in the workforce were seen as having specific training needs; (5) small businesses which had operated for 6 or more years in Santa Cruz County demonstrated the greatest employment and training needs; (6) businesses expressed the need for short-term, on-site training programs, which would be flexible to their immediate employment and training needs; and (7) employers expressed satisfaction with the supplemental education provided by community colleges and adult education programs. The survey instruments are appended. (LAL)

ED 280 533 JC 870 171

Clagett, Craig A.
Course Pass Rates in Fall 1985: Enrollment Analysis Report EA86-7.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
PUB DATE- Jun 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Failure; Age; Community Colleges; Courses; Females; Intellectual Disciplines; Males; Minority Groups; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted to review course completion or pass rates for the fall 1985 semester at Prince George's Community College. Results included the following: (1) female students achieved an overall pass rate of 75%, 7 percentage points higher than that of male students; (2) students over 25 years of age were more successful than younger students; (3) in fall 1985, Whites achieved an overall pass rate of 76%, compared to 66% for Blacks and 70% for Asian, Hispanic, and Native American students; (4) 74% of the continuing students received a passing grade in their courses compared to 67% of the first-time students; (5) Health Technology and Physical and Health Education were the instructional divisions posting the highest pass rates, while Science and Mathematics had the lowest rates; (6) minority males under 21 years of age and Black males in their early 20's attending college for the first time were the subgroups with the lowest pass rates; and (7) White females over age 25 had a pass rate of 86%, the highest of any subgroup. The bulk of the report consists of data tables showing course pass rates by student group and discipline. (LAL)

ED 280 189 EA 019 313

Poster, John B.
The Limits of Consensus.
PUB DATE- 28 Feb 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Collective Bargaining; *Conflict Resolution; Decision Making; Educational Objectives; Educational Policy; Elementary Secondary Education; Leadership Styles; Organizational Theories; *Participative Decision Making; *Policy Formation; Political Science; *Politics of Education; Psychological Studies; Research Utilization; School Closing; Teacher Administrator Relationship; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- *Consensus Models; Effective Schools Research

Dynamics in the education policy arena suggest that, despite two generations of researchers extolling democratic leadership styles and consensus building over autocratic techniques, wide participation in policymaking and the broadest possible consensus are not always productive: American society has not yet agreed on what schools should accomplish. In the face of contradictory expectations, many educators feel a loss of efficacy. In addition to lost confidence, there is always the danger of lost jobs in districts where the enrollment continues to fall. To some extent, the question of power sharing and consensus building seems hollow. Sociologists have long noted that people in the human service fields encounter a dichotomy between protecting careers and protecting clients. Superintendents wishing to close schools should reorganize only with a strong board mandate. Consensus is not accountability; if interest groups agree on policies that are unpopular with the body politic, power sharing may be abandoned as participants scatter to avoid public outrage. Consensus advocates must demonstrate how to allocate influence among school professionals and what mechanisms parallel devices in the larger political system. (CJH)

ED 280 217 EC 192 118

Facts about Learning Disabilities.

Texas State Dept. of Mental Health and Mental Retardation, Austin.

PUB DATE- Jun 80

NOTE- 16p.; A product of Public Information Services.

AVAILABLE FROM- Public Information Services, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, TX 78711 (single copy free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Child Development; Children; Coping; Elementary Education; Family Relationship; *Learning Disabilities; Learning Problems; Parent Attitudes; Parent Child Relationship; *Self Esteem; *Student Characteristics

This brief booklet, which discusses characteristics and problems of learning disabled children, describes the typical learning-disabled child as one who frequently fails at school, appears disoriented, and has reading and language difficulties. The learning-disabled child is immature rather than abnormal, often functioning at a social and intellectual stage of development much younger than his chronological age. The learning-disabled child often copes by insisting on the rigid and inflexible rules and environments to which he or she is accustomed. Such children are frequently awkward, clumsy, and unable to understand time and spatial references. Learning-disabled children are also frequently able to embrace life, with a joyful, pure, and fresh perspective. Learning-disabled children must be taught to learn. Parents and teachers of children with learning disabilities must understand that the causes of learning disabilities are beyond their control and should plan realistically for the immediate future of the child, leaving long-range planning for the distant future as new knowledge in the field becomes available. The most important thing parents can do is to create structure and order in their children's lives and to offer constant help and encouragement in acquiring the everyday skills that lead to independence and a feeling of competence. Such children also need to understand that they are not retarded, but have a condition which makes learning difficult, that they will make it in the world, and that in the end, what counts are human qualities. (CB)

ED 280 289 FL 016 550

English Teaching Profile: Sweden.

British Council, London (England). English Language and Literature Div.

PUB DATE- Nov 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Distance Education; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Immigrants; Information Sources; Instructional Materials; International Cooperation; Language Research; *Language Role; *Language Teachers; Postsecondary Education; Research Projects; *Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Sweden

A review of the status of English language instruction in Sweden begins with an overview of the role of English in the society in general. The status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher) is outlined, as well as the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, the use of English outside the educational system, British and American support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main threat to English instruction in Sweden is the increasing complexity of the curriculum and limited time devoted to English language at all levels. Potential English teachers and college English majors are not required to spend time in an English-speaking country. The generally high English proficiency level in the country is attributed more to exposure to English in Sweden than to the school system's success. (MSE)

ED 280 335 HE 020 150

Giddings, Louise R.
Using Modules in College Teaching.
PUB DATE- 86
NOTE- 23p.; Portions of this paper were presented at the Annual Conference of the Community College General Education Association (7th, Schenectady, NY, April 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Educational Objectives; Higher Education; *Independent Study; Individualized Instruction; *Learning Activities; *Learning Modules; *Nontraditional Education; Teaching Methods

The use of the instructional module in college teaching is discussed. The module is an independent learning package that emphasizes students' learning activities rather than teacher activities. Along with independent modular activities such as reading, writing, discussing, and problem solving, students can use more class time to write, inquire, and share ideas. A sample module outline might include: statement of purpose, prerequisites,

objectives, pre-test, materials, program or activities, and post-test. Advantages of modular instruction include: the potential of incorporating technology, a broader base for evaluating students, encouragement for independent learners, and the individualization of instruction. The module promotes students' active involvement and responsibility for the exchange of ideas. Students are informed in advance of unit objectives and are guided to complete various learning activities to achieve the objectives. This approach enables teachers to employ varied strategies and approaches with students. The use of occasional modules also permits teachers to enrich existing programs without radical changes. (SW)

ED 280 350 HE 020 165

Oosting, Kenneth W.
Management and the Chief Finance Officer in the Christian, Liberal Arts College.
PUB DATE- 6 Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Church Related Colleges; *College Administration; College Environment; Governance; Higher Education; *Interprofessional Relationship; Liberal Arts; *School Business Officials; Teacher Administrator Relationship; Work Environment

The role of the chief finance officer (CFO) in managing Christian, liberal arts colleges was studied at eight colleges with a reputation for being well managed. A profile of the eight CFOs includes these characteristics: they ranged in age from 40 to 61 with an average age of 51.5; they had been in this office an average of 11.5 years; and six of the eight had advanced degrees and all had at least the baccalaaureate degree. Based on interviews and data provided, six dimensions or themes were observed in the management style of the eight CFOs: (1) they enjoyed a strong relationship with the president; (2) they maintained strong relationships with the staff and delegated extensively to them; (3) they had positive relationships with other vice presidents and faculty; (4) they understood and supported the college, its religious values, and the office of the president; (5) they worked closer with the board and had more influence on them than did other vice presidents; and (6) they tended to be very confident yet conservative and nonassertive in approach. (SW)

ED 280 365 HE 020 181

University Child Care Proposal.
Eastern Michigan Univ., Ypsilanti.
PUB DATE- Apr 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Day Care Centers; *Employed Parents; *Employer Supported Day Care; Higher Education; Needs Assessment; Preschool Education; Program Costs; Program Descriptions; Program Development; Program Implementation; School Age Day Care; *School Personnel
IDENTIFIERS- *Eastern Michigan University

Options for expanding child care services to Eastern Michigan University students, staff, and faculty are presented by the special assistant to the university vice president for university marketing and student affairs. The university's policy statement concerning child care services is considered, along with the relationship of these services to student recruitment and retention and employee productivity. After describing the current campus-based preschool program and child development laboratory, examples of four types of employer-sponsored child care are provided: flexible personnel policies, information programs, financial assistance, and direct services. Alternatives for renovating or constructing child care facilities are also considered, as well as capital costs, operating costs, renovation costs, and an operational budget for 1987-1988. Characteristics of an on-site program are covered, including capacity, age range of children, scheduling options, and teacher-child ratios. An implementation timetable and actions required by the college administration and governing board are included, along with a description of: proposed child care components (e.g., infant and toddler care, after-school care, summer school); research opportunities; and results of a child care market research study at the university. (SW)

ED 280 393 HE 020 244

Budig, Jeanne E.
An Evaluation of a Junior College Developmental Education Program. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Academic Standards; *Community Colleges; *Developmental Studies Programs; Higher Education; *High Risk Students; *Program Evaluation; *Student Evaluation; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *AIR Forum; *Vincennes University IN

A mandatory developmental education program at Vincennes University Junior College (Indiana) was evaluated, based on Roueche's standards for successful developmental programs. The college tests all incoming students whose scores on the American College Testing Program/Scholastic Aptitude Test suggest the need for remediation. Students who need remediation are placed in developmental reading, writing, and mathematics courses, as required. Additional options include study skills, speech, and spelling courses. Evaluation findings include: placement tests given during freshman orientation indicated that about one-fourth of the fall 1984 students required developmental courses; those who tested out of developmental courses exhibited significantly higher persistence and graduation rates than either the large developmental population or the entire class; women completed more hours and had higher first and second semester grade point averages, and the retention rate of developmental students (to fourth semester) was about 52%. A statement of the college's developmental placement policy is appended, along with information on the statistical programs that were used to evaluate students. (SW)

ED 280 408 HE 020 259

Kissel, Mary Ann

Discriminant Analysis as a Tool for Admission Selection to Special Academic Programs. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Admission; *College Students; *Compensatory Education; Disadvantaged; *Discriminant Analysis; *Evaluation Methods; Higher Education; Institutional Research; Predictor Variables; Remedial Programs; Student Evaluation;

*Student Placement; Urban Universities
IDENTIFIERS- *AIR Forum

The use of stepwise discriminant analysis as a means to select entering students who would benefit from a special program for the disadvantaged was studied. In fall 1984, 278 full-time black students were admitted as first-time students to a large urban university. Of the total, 200 entered a special program for the disadvantaged and 78 entered directly into the college. Three precollege variables were entered into the stepwise discriminant analysis: Scholastic Aptitude Test (SAT) verbal score, SAT math score, and high school rank. In addition, a second discriminant analysis was run to determine whether the originial placement was correct. The analysis indicated that the characteristics of the majority of black freshmen who entered college directly in fall 1984 differed from the majority who began the special program, but there was some overlap in both groups. The results indicate that 30 students from the special program should have been regular entry, and 18 regular entry students should have been in the special program. Based on the three precollege variables, guidelines for future placement of entering the program for the disadvantaged or directly into the college were established. (SW)

ED 280 423 HE 020 275

Noe, Nicholas N.
Measures of Salary Inequality. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; Departments; Females; Higher Education; Institutional Research; Intellectual Disciplines; Males; Professors; *Salary Wage Differentials; *Sex Differences; *Teacher Salaries
IDENTIFIERS- *AIR Forum

Measures of income and salary inequality used by economists were examined and applied against 1984-1985 faculty salary data. Attention was directed to salary inequality at each academic rank, as well as female-male inequality. The following measures were used: Lorenz Curve-Gini Coefficient, coefficient of variation, Theil's Index, and Atkinson's Index, an inequality measure proposed by Gastwirth (the PROB measure), and the Differences in Cumulative Percentatges measure. Using salary survey data from 23 midwestern universities, average salaries for 53 disciplines were examined at the ranks of full, associate, and assistant professor. Data were obtained from 159 average salaries and 12,420 individual faculty salaries, or 92% of the total faculty sample. Findings include: in terms of absolute values, the measures indicate the following: faculty salary inequality is very low; salary inequality is highest for assistant professors and lowest for full professors; salary inequality between female and male faculty is lowest for assistant professors and highest for full professors; and salary inequality between female and male faculty is about the same as female-male inequaltiy in all other occupations. (SW)

ED 280 449 IR 012 585

Informatics and Education. A First Survey of the State of the Art in 43 Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-86/WS/9

PUB DATE- Feb 86

NOTE- 287p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Software; *Computer Uses in Education; *Developed Nations; Developing Nations; *Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Higher Education; *Information Technology; Nontraditional Education; Teacher Education; Technical Education; Vocational Education

IDENTIFIERS- Logo Programing Language; National Policy

Noting that this digest is only an indication of trends, not a detailed analysis, this report summarizes information on computer applications in primary and secondary education, including technical and vocational training, in 43 countries. The information was obtained from surveys made for differing purposes, monographs produced for various bodies, and reports prepared for meetings and conferences. The summary reviews the subject under two main headings: project policies and their economic considerations, and their educational significance. The first section discusses the existence and content of national policies on informatics, the institutional arrangements set up as a result of the policies, and the financial and technological investments that have been made. The second section deals with types of computer applications at the various educational levels, software and teacher training, and attempts to identify trends for each level of education--primary, secondary, technical, vocational, higher education, and informal education. The range of research activities reported is summarized under six headings: (1) Logo applications; (2) computers in special education; (3) general educational research; (4) subject teaching; (5) language teaching; and (6) computer processing of national languages. The third section, which constitutes over half of the report, presents summaries of data for the 43 countries studied, including data on the school population, educational budget, structure of the educational system, computer policies, computer applications, and research activities of each country. (DJR)

ED 280 477 IR 051 836

IFLA General Conference, 1986. Collections and Services Division. Section: Rare and Precious Books. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 70p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cataloging; Developed Nations; Directories; Foreign Countries; Global Approach; *Intellectual History; International Organizations; Library Associations; *Literary History; Microreproduction

IDENTIFIERS- Asia; Japanese Literature; Maori (Language); New Zealand; *Rare Books; USSR

Papers on rare and precious books which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Compiling of 'The Union Catalogue of Japanese Old Books'--Investigating and Research of Old Books of Japanese Literature and Its Microfilming" (Yasuo Honda, Japan); (2) "The Rare and Precious Books Trade in Japan" (Mitsuo Nitta, Japan); (3) "The Western View of the History of the Book in the East and South" (I. R. Willison, United Kingdom); (4) "Directory of Book Museums--Museums of Book Publishing and Book Exhibitions--Progress Report" (T. I. Kondakova, USSR); (5) "Retrospective Bibliographic Control for South Asia" (G. W. Shaw, United Kingdom); and (6) "The Maori Book or the Book in Maori--150 Years of Printing in the Maori Language of New Zealand" (Sharon E. Dell, New Zealand). (KM)

ED 280 492 IR 051 851

IFLA General Conference, 1986. Management and Technology Division. Section: Library Buildings and Equipment. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 60p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English; French

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Building Plans; Developed Nations; *Facility Planning; *Facility Requirements; Foreign Countries; *Information Centers; International Organizations; Library Associations; Library Equipment; *Library Facilities; *Library Planning; *Scientific and Technical Information; Technological Advancement

IDENTIFIERS- France; United States; USSR

Papers on library buildings and equipment which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Changes in Library Buildings" (H. Faulkner-Brown, United Kingdom), which defines a desirable library building as being flexible, compact, accessible, extendable, varied, organized, comfortable, constant in environment, secure, and economic, and considers the effects of social and technological change on library buildings; (2) "Construction d'un Centre de Documentation Scientifique et Technique" (The Construction of a Center for Scientific and Technical Documentation) (J. P. Sakoun, France), which discusses the need for such a center in France, the decision of the French government in 1984-85 to establish a center using the Centre Nationale de Recherches Scientifiques (CNRS) as a base, the architectural competition to design a building in Nancy for the new center, and the winning design; and (3) "Modern Technology and Traditional Methods of Library Activity," by V. M. Krasil'shchikova of the USSR, which discusses the unity of traditional "book" technology and modern technology in libraries in the Soviet Union. Architectural drawings for the CNRS center are included. (KM)

ED 280 562 PS 016 353

Evans, Roy
The Violation of Childhood: A Review of Possible Effects on Development of Toxic Chemical and Nuclear Waste.
PUB DATE- Jul 86
NOTE- 24p.; Filmed from best available copy. Paper presented at the World Conference Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Congenital Impairments; Foreign Countries; Government Role; *Poisons; Political Power; *Pollution; *Research Needs; Safety; *Toxicology
IDENTIFIERS- Chemicals; Child Health; *Evidence; Food Additives; Nuclear Wastes; *Teratology

Emphasizing that for any known teratogen no safe dosage level exists, this case-illustrated review identifies the bases for current concern about the pollution of the environment, reflects on the promise and complexities of the emerging disciplines of behavioral toxicology and behavioral teratology, and describes existing evidence of teratogenic effects of toxic chemicals. Bases of concern include (1) the need for bureaucracies to create environmental limits to toxic concentrations; (2) the tendency for the burden of proof of toxic effect to lie with the afflicted; (3) the concept of a safe dose level; and (4) the influence of politico-economic considerations on decisions to improve environmental control of effluents and industrial emissions. Discussion of the currently available evidence of toxic effects focuses on polychlorinated biphenyls, diethylstilboestrol, vinyl chloride monomer, manganese, mercury, and, extensively, lead. Recommended actions to be taken to adequately protect citizens from chemical assault are offered, and the paper concludes with an account of evidence of nuclear take-up by children living near British nuclear installations and the lack of adequate official response to such evidence. (RH)

ED 280 203 EC 191 788

Hearing Impaired Child in Your Class: A Guide for Teachers in Ordinary Schools.

British Association of Teachers of the Deaf.; Royal National Inst. for the Deaf, London (England).

REPORT NO.- ISBN-0-900634-20-0
PUB DATE- Sep 85
NOTE- 51p.
AVAILABLE FROM- Royal National Institute for the Deaf, 105 Gower St., London WC1E 6AH, England (one pound 18 pence).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auditory Tests; Classroom Techniques; *Deafness; Elementary Secondary Education; Foreign Countries; Hearing Aids; *Hearing Impairments; Lipreading; *Mainstreaming; *Teaching Methods
IDENTIFIERS- Great Britain

The aim of this booklet is to: (1) help prepare British teachers for the challenge of having a hearing-impaired child in regular classes; (2) provide practical advice for these teachers to use in the classroom; and (3) suggest further sources of information and reading. Chapters provide information on: support services for hearing impaired children; assessment of hearing ability; implications of hearing loss; hearing aids; lipreading or speech reading; practical suggestions for aiding the understanding of the hearing-impaired child during lessons; the hearing-impaired infant and preschooler; the hearing-impaired elementary school student; the hearing-impaired secondary school student; specific questions raised by teachers (student participation in physical education and games, ear soreness, use of aids, inattention); and employment services for hearing-impaired persons. Fourteen books dealing with the hearing impaired are listed. (CB)

ED 280 305 FL 016 570

Terry, Robert M.
A Table! (At the Table).
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Vocabulary; Cultural Awareness; *Cultural Context; Cultural Education; *Eating Habits; *Food; Foreign Countries; *French; Instructional Materials; Second Language Instruction; Social Behavior; Teaching Guides

A review of French dining habits and table manners outlines: elements of the place setting, courtesies used at the table, serving conventions, restaurant tipping, the size and content of the different meals of the day, subtle differences in common foods, restaurant types, menu types, general wine and cheese choices, waiter-client communication, and common food and drink terms in glossary form. (MSE)

IFLA General Conference, 1986. Pre-Conference Seminar on Automated Systems for Access to Multilingual and Multiscript Library materials: Problems and Solutions. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 281p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pre-conference Seminar (52nd, Tokyo, Japan, August 21-22, 1986).

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Utilities; *Databases; Developed Nations; Developing Nations; Foreign Countries; *Information Systems; International Organizations; Library Associations; Library Automation; *Library Materials; *Multilingual Materials; Online Catalogs; *Online Systems
IDENTIFIERS- Bibliographic Data Bases; *Nonroman Scripts; Transliteration

A seminar which considered problems and solutions regarding automated systems for access to multilingual and multiscript library materials was held as a pre-session before the IFLA general conference in 1986. Papers presented include: (1) "Romanized and Transliterated Databases of Asian Language Materials--History, Problems, and Prospects" (Suzine Har-Nicolescu, United States); (2) "Non-Roman and Multi-Script Bibliographic Databases--Basic Issues in Design and Implementation" (Alan M. Tucker, United States); (3) "Computer Processing of Southeast Asian Scripts, with Particular Reference to Jawi and Thai" (Edward Lim Huck Tee, Malaysia); (4) "Use of Arabic Script in Computerized Information Systems" (Mohammed M. Aman, United States); (5) "Development of Greek Automated Cataloguing System--Victoria, Australia" (Eve Stocker, Australia); (6) "Character Set and Its Control in an Online Cataloguing System--Application at the Center for Bibliographic Information" (Akira Miyazawa, Japan); (7) "Utlas Developments with Japanese and Chinese Scripts" (Jack Cain, Canada); (8) "The CJK (Chinese, Japanese, and Korean) Enhancements to the RLIN (Research Libraries Information Network) System--A Review of Basic Issues" (John W. Haeger, United States); (9) "Bibliographic Control and Library Automation in Japan" (Shojiro Maruyama, Japan); (10) "A Universal Coding System for the Multi-Lingual Environment" (S. S. Tseng, C. C. Hsieh, Jack K. T. Huang, C. T. Chang, and C. C. Yang, Taiwan); (11) "What Next? Issues Arising from Conference Deliberations" (Cynthia J. Durance, Canada); (12) "The Review of the International Standard Bibliographic Descriptions (ISBDs) and Non-Roman Script Publications" (Barbara Jover, United Kingdom); (13) "MINISIS--A Multilingual Information Management System" (Richard Lee, Canada); and (14) "Computers in a Multi-Script Library Environment" (Sylva Simsova and John Clews, United Kingdom). (KM)

The 1985 Annual Report of Michigan Public Library Cooperatives and Michigan Public Library Statistics, 1986.

Michigan Library, Lansing.

PUB DATE- Sep 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Blindness; Library Administration;

*Library Cooperation; *Library Services; *Library Statistics; Physical Disabilities; *Public Libraries; *Shared Library Resources; State Programs; *Tables (Data)
IDENTIFIERS- *Michigan

The first of the two reports presented here begins by listing the members and alternate members of the Michigan State Legislature; members of the Library of Michigan Board of Trustees; and Library of Michigan officials. A directory of the state's 16 public library cooperatives is also provided, together with maps showing their geographic locations. Separate annual reports for each of the cooperatives make up the major part of this report. Each annual report contains sections discussing cooperative goals, cooperative management activities, cooperative services, major accomplishments during the past year, plans for the future, and comments. Statistical tables which make up the bulk of the second report present the income, operating expenditures, resources, resources and services, audiovisual resources and summary statistical data for Michigan public libraries according to population size. Also included are tables showing the income and expenditures of the Michigan library cooperatives, a list of cooperative library board members, and information about regional and subregional libraries serving blind and physically handicapped residents of the state. (KM)

Chadsey-Rusch, Janis, Ed.; Hanley-Maxwell, Cheryl, Ed.
Enhancing Transition from School to the Workplace for Handicapped Youth: Personnel Preparation Implications. Papers from Four Conferences 1984-1985).
Illinois Univ., Urbana. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 244p.; A product of the National Network for Professional Development in Vocational Special Education.
GRANT- OEG008303678
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Inservice Teacher Education; Mild Disabilities; Models; Preservice Teacher Education; Secondary Education; Severe Disabilities; *Special Education; *Teacher Education; Teacher Educator Education; Transitional Programs; *Vocational Education; *Vocational Rehabilitation

Presented originally at four conferences (held during 1984-1985), the 12 invited papers contained in this document were part of a federally funded project, the National Network for Professional Development in Vocational Special Education. Project objectives included training of teacher educators in employment preparation for the handicapped, particularly the transition of handicapped youth from school to the workplace; dissemination of innovative personnel development models and materials; and facilitation of collaboration among teacher educators and state and local personnel in personnel development programs. Papers have the following titles and authors: "OSERS Programming for the Transition of Youth With Disabilities: Bridges from School to Working Life" (M. Will); "Transition for Handicapped Youth from School to Work (P. Wehman); "A Model for Enhancing the Transition of Mildly Handicapped Youth into Postsecondary Vocational Education" (J. Brown); "Vocational Education's Role in the Transition of Handicapped Persons" (C. Conaway); "Implications for Inservice Training for Vocational Teacher Educators in the Transition Process" (L. West); "Implications for Preservice Training for Vocational Teacher Educators in the Transition Process" (L. Parrish); "A Model for Providing Comprehensive Transitional Services: The Role of Special Education" (D. Brolin); "Inservice Training Implications for Teacher Educators in Special Education in the Transition Process" (L. West); "Preservice Implications for Secondary Special Education: Preparing Teachers to Enhance the Transition Effort" (G. Weisenstein); "Transition from School to Work" (R. Switzer); "Transition Services for Young Adults with Severe Disabilities: Professional Roles and Implications for Inservice Training" (J. Everson et al.); and "Preservice Implications for Delivering Effective Transitional Services in Vocational Rehabilitation" (R. McDaniel). Discussion summaries follow each group of papers and a final reaction to the papers by J. Chadsey-Rusch, "Roles and Responsibilities in the Transition Process: Concluding Thoughts," concludes the collection. (DB)

ED 280 245   EC 192 149

Harckham, Laura D.
The Impact of Microcomputer Instruction on Handicapped Students: Second Year Findings.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Children; Cognitive Development; Comparative Analysis; *Computer Assisted Instruction; Courseware; *Disabilities; *Educational Methods; Elementary Education; Instructional Development; *Instructional Effectiveness; *Microcomputers; Preschool Education; Problem Solving; *Programing; Student Behavior
IDENTIFIERS- LOGO System; New York

This final report presents a summary and second-year findings of a 2-year project designed to measure the effectiveness of microcomputer instruction on reading and mathematics skills, classroom behavior, general cognitive development, and problem-solving ability of 700 disabled students (ages 3-11) enrolled in four special education schools in New York State. Subjects were exposed to one of three treatment conditions (teacher-directed learning, instructional software, and LOGO) for three 30-minute periods per week over seven months. Analysis of pretest and posttest measures indicated that computer instruction, in the form of either LOGO or instructional software treatments, produced no significant effects related to the behavior, achievement, problem-solving ability, or general cognitive ability of handicapped students. (JW)

Commonly Asked Questions Computers and CAQ-#1 (Revised, October 1986).

Wisconsin Univ., Madison. Trace Center.

PUB DATE- 86
NOTE- 11p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192 411-415.
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman

Center, 1500 Highland Ave., Madison, WI 53705 ($1.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); Computers; Computer Software; *Disabilities; Electronic Equipment; Input Output Devices; *Media Adaptation; *Microcomputers; *Physical Disabilities

The two information fact sheets describe (1) available computer options for use with a handicapped individual and (2) available communication techniques or aids for a severely physically handicapped son or daughter. The first fact sheet considers three ways a physically disabled individual can use a microcomputer: using special software designed to run on standard computers; modifying the system software in the computer to allow the handicapped to use standard software; and using hardware adaptations or devices to allow the handicapped to manipulate standard software. Special software includes text-to-braille translation, talking systems, and enlarged print. Modification of system software focuses on changes in operating system instructions. Hardware adaptations include simple modifications to the keyboard; the connection of special alternate keyboards, disk drives, or displays; approaches to the acceleration of input rate; and alternate approaches to visual display information for blind individuals. The second fact sheet looks at the role of communication aids in conversation/interaction and in writing. The importance of communication rate (speed factors) in selecting any communication system is stressed. Evaluation services and additional information sources are listed. (DB)

ED 280 274 FL 016 520

Dwyer, David J., Comp.

A Resource Handbook for African Languages. A Listing of the Institutional, Human, and Material Resources for the Teaching and Learning of the Eighty-Two Highest Priority African Languages.

Michigan State Univ., East Lansing. African Studies Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 604p.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *African Languages; Dialects; Guides; *Human Resources; *Information Sources; Language Classification; Language Role; Language Typology; Needs Assessment; *Organizations (Groups); Reference Materials; *Resource Materials; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

A handbook and directory of resources for teaching and learning the 82 African languages selected as the highest priority for course offerings in the United States consists primarily of profiles for each language. Each profile contains information on the language's classification, distribution, number of speakers, usage status, dialects, orthographic status, and requirements for learning materials, and listings of all individuals and institutions carrying out work in some way pertinent to the teaching of the language. Specialist evaluations of the materials and information on material availability are also included. Appendixes include lists of the languages by priority category, questionnaires used in compiling the guide, a bibliography, individual and institutional addresses, and country-language and language-country indexes. (MSE)

ED 280 379 HE 020 230

Campbell, Jill F.; Spiro, Louis M.

Changing a College Image: Evaluating Admission Strategies through Survey of High School Guidance Counselors' Perceptions. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admissions Counseling; College Admission; College Bound Students; College Faculty; College Programs; College School Cooperation; College Students; Comparative Analysis; *Counselor Attitudes; *Educational Quality; Higher Education; Institutional Research; Reputation; *School Counselors; Selective Colleges; *State Universities
IDENTIFIERS- *AIR Forum; *State University of New York Coll at Brockport

High school guidance counselors' perceptions of the quality of The State University of New York College at Brockport were compared for 1982 and 1985. Quality assessments were also made for two university centers, nine university colleges, two agricultural and technical colleges, and two private colleges. The 1985 sample consisted of 839 counselors. In both 1982 and 1985, the survey instrument covered: communications between the Brockport campus and the guidance community; quality assessments of faculty, programs, students, and selectivity for each of the 15 competitor institutions; quality of specific programs at the Brockport campus; image impressions derived from multiple sources; types of students typically recommended to the Brockport campus; high school application and articulation trend data; and evaluation of Brockport graduates. In 1982, Brockport ranked far behind its competitors in the perceived quality of faculty, programs, students, and selectivity. The 1985 results showed major advances in all areas, particularly in faculty and programs, as a result of improvements that were implemented, including more selective admissions standards. (SW)

ED 280 548 JC 870 190

Fifield, Mary L., Ed.; Sakamoto, Clyde M., Ed.
The Next Challenge: Balancing International Competition and Cooperation.

American Association of Community and Junior Colleges, Washington, D.C.; Chicago City Colleges, Ill. Loop Coll.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87117-166-X
PUB DATE- 87
NOTE- 104p.
AVAILABLE FROM- AACJC Publications, 80 South Early St., Alexandria, VA 22304 ($9.40 members; $12.50 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Business Education; *Community Colleges; International Cooperation; International Educational Exchange; *International Programs; *International Relations; *International Trade; International Trade Vocabulary; *Student Exchange Programs
IDENTIFIERS- *International Business Education

This collection of essays addresses various aspects of the role of community colleges in international relations and trade. The volume contains: (1) "The Community College: An International Institution," by Wayne O'Sullivan; (2) "Building an International Agenda: An International Education Conference," by Julia Ribley and Clyde M. Sakamoto; (3) "Improving International Business Education: A Report on Curricular Innovation," by Barbara Bradford Davis; (4) "Higher Education, Business and Government: A United Effort to Develop Oregon's International Business," by Mathilda E. Harris; (5) "The Business and International Education Program of the Department of Education," by Susanna C. Easton; (6) "Community Resources for International Business Programs," by Lynda Icochea; (7) "Information Resources for International Business: A Cooperative Initiative between Education and Industry," by David Fiifi Sam and Lawrence H. Rubly; (8) "Overview of Community College Business and International Education Program Grantees, 1985-86," by Susanna C. Easton; (9) "Beyond Entry-Level: International Service-Learning, Business, and the World," by Howard A. Berry; (10) "Expanding the Sister City Concept: Boston/Strasbourg Student Exchange," by Brenda S. Robinson; (11) "Building the International Dimension of Your Campus: The USIA (U.S. Information Agency) International Visitor Program and Other Resources," by Sherry Mueller Norton; (12) "Planning and Implementing an International Technical Workshop," by Ernest W. Maurer; (13) "Small Colleges and International Business Education: A Consortial Perspective," by William Gleason and Nancy Hazelwood; (14) "International Education in Florida: A Decade of Progress," by William Greene; (15) "The Illinois Consortium for International Studies," by Art Adams; and (16) "Convergence: Predictable Phenomenon in International Business Education," by Clyde M. Sakamoto. (LAL)

ED 280 177 EA 019 287

Mitchell, Douglas E.; And Others
Alternative State Policy Mechanisms for Pursuing Educational Quality, Equity, Efficiency and Choice Goals. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 523p.
GRANT- NIE-G-83-0138
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Curriculum Development; Educational Facilities; Educational Finance; Educational Improvement; Educational Legislation; *Educational Objectives; *Educational Policy; Educational Quality; Educational Testing; Elementary Secondary Education; Equal Education; Federal State Relationship; Government School Relationship; Ideology; *Policy Formation; *Politics of Education; Program Development; Program Effectiveness; Public Opinion; School Organization; School Personnel; *State Boards of Education; State Government; State Legislation; State School District Relationship; Tax Allocation

This paper reports a 2-year study of education policy that sought to identify, describe, and analyze the essential building blocks of state-level education policy and to discover the factors responsible for creating differences among states in their use of these elements to construct an overall framework for school regulation and support. Sample selection for the study involved two analytical levels: identification of a sample of six state policy systems, and selection of 140 key actors within those states for interview and survey data collection. The six states are: Arizona, California, Illinois, Pennsylvania, West Virginia and Wisconsin. After an executive summary, chapter 1 outlines the background for the study of state education policy systems and lists 26 references. Chapter 2 describes the research design and methodology for the study and lists 18 references. Chapter 3 examines the state policy mechanisms of ranking, attention, and knowledgeability. Chapter 4 looks at competing approaches to seven alternative state policy mechanisms. The fifth chaper explores values in legislative codes and cites nine references. Chapter 6 examines political culture values of state education policymakers and cites 32 references. Chapter 7 looks at state statistical profiles that illuminate educational policy in the six sample states. The eighth chapter describes public values as origins of policy actions. Chapter 9 explores the influence, power, and policymaking processes and lists nine references. The final chapter examines assumptive worlds and education policymakers and cites 37 references. A total of 65 tables, 40 figures, and 10 appendices containing the study instruments and data collection forms are included. (WTH)

ED 280 306 FL 016 571

Gallant, Clifford J.
The Dance of Spain: Classical Folkloric Flamenco.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Answer Keys; *Cultural Awareness; Cultural Education; *Dance; *Folk Culture; Foreign Countries; Instructional Materials; *Language Tests; Second Language Instruction; *Spanish Culture; Vocabulary
IDENTIFIERS- *Spain

A text on the classical and folk dance of Spain includes a pretest, provided in both English and Spanish; text about the dance in general and the dance of Spain, both classical and folkloric; tests on the text, in both English and Spanish; more specific readings about the traditions of flamenco, castanets, and "el jaleo"; a glossary of flamenco terms; two different forms of a test on the flamenco readings, in English and Spanish versions; answer keys; and a bibliography. (MSE)

Sudarkasa, Niara
Affirmative Action or Affirmation of the Status Quo? Black Faculty and Administrators in Higher Education.
PUB DATE- Feb 87
NOTE- 5p.
AVAILABLE FROM- American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; *Affirmative Action; *Black Teachers; *College Faculty; Doctoral Degrees; Employment Practices; Evaluation Criteria; Faculty College Relationship; Faculty Promotion; Graduate Study; Higher Education; *Minority Groups; *Personnel Policy; Public Service; Racial Discrimination; Scholarship; Teacher Recruitment; Tenure

Views on outcomes of affirmative action policy for U.S. higher education, areas of conflict, and changes that might promote affirmative action are discussed. It is suggested that affirmative action in college hiring and admissions has resulted in a small proportion of the opportunities made available to black Americans over the past two decades. But for the country as a whole, the majority of blacks who are hired, and who enroll in school, do so without special or preferential treatment and in spite of discrimination. Statistics show that in 1981 black faculty comprised 4.2% of the total higher education faculty, while black administrators comprised 6.8%. Most of these black staff are employed in predominantly or traditionally black institutions. Once black staff enter the predominantly white institutions, they face many overt and hidden obstacles to advancement. One issue is that blacks often are heavily involved in service activities that are not rewarded professionally. The following changes are needed: reducing the attrition rates for black students; decreasing the overrepresentation of white males in the system, preserving traditionally black institutions, and increasing the number of black Ph.D.s. (SW)

ED 280 336 HE 020 151

Bergsma, Harold M.
Technology Transfer through Training: Emerging Roles for the University.
PUB DATE- Jan 86
NOTE- 18p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, Janaury 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *College Role; Curriculum Development; *Developed Nations; *Developing Nations; Economic Development; Higher Education; Technical Assistance; *Technical Education; *Technology Transfer; Trainers; *Training Methods

The importance of training in the technology transfer process is discussed, with special consideration to conditions in developing countries. Also considered is the role universities can play in training to promote technology transfer. Advisors on training and curriculum development are needed to introduce a new technology. Training farmers to improve irrigation in Pakistan involves teaching those who train the farmers to systematically select what will be taught and appropriate techniques for training. U.S. universities are increasingly being requested to participate in the technology transfer process abroad. For technical educators at universities, a great challenge exists to become involved with foreign technologists and scientists in designing curriculum and training systems that will optimize the way people learn and adapt to new ways of living. An outline is provided of a technical training systems model that covers purpose, formulating learning tasks, quality control, and design training system. Difficulties experienced in introducing technologies in poor countries are discussed. (SW)

ED 280 437 IR 012 573

Exploratory Computer Literacy Curriculum Guide, Grades 9-12. Resource Unit.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-86-0498
PUB DATE- Sep 86
NOTE- 135p.; For the curriculum guide, see ED 264 836.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Literacy; *Computer Software; Copyrights; Curriculum Enrichment; Educational Media; Integrated Curriculum; *Learning Activities; *Microcomputers; *Models; Secondary Education; State Curriculum Guides; Statewide Planning
IDENTIFIERS- *Hawaii

This resource unit, an addendum to The Exploratory Computer Literacy Curriculum Guide, Grades 9-12, is designed to provide teachers with guidelines and classroom computer activities for integrating the exploratory computer literacy program into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers' own environment variables such as school size, student characteristics, accessibility to microcomputers, and teaching style. A section on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school is provided in a section on integrating computer literacy into the curriculum, which addresses such topics as administrative support, a school computer coordinator, schoolwide planning and cooperation, resources, and faculty workshops. Five models are proposed as alternatives for delivering computer literacy in the secondary schools. Sample activities are provided for the language arts, mathematics, science, and social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activity time, teacher preparation, and sequence of activities. Resources include lists of recommended software and additional teaching aids. (DJR)

ED 280 478 IR 051 837

IFLA General Conference, 1986. Education and Research Division. Section: Library History and Library Theory and Research. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 86p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; Foreign Countries; Higher Education; *Information Science; *Intellectual History; International Organizations; Library Associations; *Library Collections; *Library Education; *Library Research; *Research Libraries; Technological Advancement; Trend Analysis
IDENTIFIERS- China; India; Information Society; Japan; United States; Venezuela

Papers on library history and library theory and research presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The History of Western Literature Library Collections in Japan" (Yoshitomi Okazaki, Japan); (2) "Trends of Library History Research in Japan" (Hiroshi Kawai, Yukio Fujino, Atsushi Ishii, and Yoshitaka Kawasaki, Japan); (3) "Impact of the Information Society on the Library" (Yoneji Masuda, Japan); (4) "The Impact of Information Society on Libraries in Japan--Its Emblematic Appearance" (Nobutaka Sakurai, Japan); (5) "Libraries for Scientific Research in China" (Peng Feizhang, China); (6) "Strategic Planning for Information in the Research University--A Report on a Project and Its Implications for Library Education" (Robert M. Hayes, United States); (7) "Library Science in the 21st Century" (Tomoo Matsuda, Japan); (8) "The Tri-Dimensional Nature of Information Work" (Rosario Gassol de Horowitz, Venezuela); and (9) "Research in Library and Information Science in India" (P. B. Mangla). (KM)

IFLA General Conference, 1986. Management and Technology Division. Section: Management of Library Associations (RT). Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 59p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administration; Continuing Education; Developed Nations; Developing Nations; Foreign Countries; International Organizations; *Library Associations; *Medical Libraries; Organizational Change; *Publications; *Regional Cooperation

IDENTIFIERS- Africa; *Asia (Southeast); Corporate Libraries; Finland; Japan; United States

Papers presented at a session on management of library associations at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Medical Library Association: Organizational Change 1898 to Present--Illustrations from Continuing Education" (Raymond A. Palmer and M. Kent Mayfield, United States); (2) "The Why and How of CONSAL (Congress of Southeast Asian Librarians) as a Regional Library Association" (Hedwig Anuar, Singapore); (3) "Professional Associations Publishing--Information Transfer or Profit?" (Maija Berndtson, Finland); (4) "Why Another Association?--A Case for AMLA (African Medical Library Association)" (Solomon O. Oyesola, Nigeria); and (5) "Management of Corporate Libraries" (Tetsuo Senoo, Japan). (KM)

Bender, John
Teaching Introductory Logic in the Self-Paced Keller Format.
PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Conference on Critical Thinking Skills in College Academic Enrichment Programs (Los Angeles, CA, February 5-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; *Individualized Instruction; *Logic; *Logical Thinking; Pacing; Postsecondary Education; *Teaching Methods
IDENTIFIERS- *Keller Plan; *Personalized System of Instruction

Instruction is provided on the use of the Keller plan, a structured, self-instructional, self-paced method, to teach introductory logic to undergraduates. First, an overview of the Keller plan is presented, indicating that students work through units of course material on their own, at their own pace, and when they feel prepared to exhibit that they have mastered a certain portion of the material, they take a test on it during regularly scheduled class periods. Next, reasons for teaching logic in a non-traditional format are discussed, followed by an explanation of the course structure. Advantages of the format are summarized next; e.g., students are allowed to work at their own pace, students receive personalized attention focusing on their particular difficulties, the method alleviates common test anxiety, the method promotes self-discipline and study skills, and large course enrollments can be easily handled by one instructor. Next, three drawbacks for the instructor are discussed: (1) many examinations must be composed; (2) the course is paper-intensive; and (3) grading must be done every day. The paper includes a course syllabus for an introductory logic course, data on student evaluations of the course for three terms, and sample unit tests. (EJV)

ED 280 534 JC 870 172

Jacobs, Alan
Master Plan for Instructional Computing.
Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.
PUB DATE- Jul 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computers; *Computer Uses in Education; Educational Media; Long Range Planning; Master Plans; Microcomputers

This master plan focuses attention on the roles computers will play in improving the quality of education over the next 5 years in the Maricopa Community College District. Following an executive summary and introductory material, definitions of instructional computing, computer infusion, and levels of software are presented along with assumptions about students' computer knowledge, telecommunications, library automation, capital spending, county growth, and college-district tension underpinning the plan. Next, the current state of instructional computing at the college is assessed, focusing on computers as the subject of and adjunct to instruction; level of faculty computer sophistication; computer software currently used in instruction; computer hardware available for instruction; administrative and support structures for instructional computing; and current modes for faculty computer learning. Next, the future of instructional computing in the district is discussed, with emphasis on the next 5 years. The next sections consider the needs of instructional computing (i.e., enabling the instructor, providing programmer support, and exerting leadership) and offer recommendations for meeting those needs. Appendices contain information on the development of the plan, interview data, and an outline on computer literacy in Maricopa County. (LAL)

Heitzeg, Howard T.
Winning Strategies: How to Use Technology to Win Your Next Financial Election.
PUB DATE- 20 Feb 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; Community Attitudes; Computers; Elementary Secondary Education; Information Needs; *Information Technology; Measurement Techniques; *Politics of Education; Public Relations; *Regional Planning; *School Community Relationship; School Districts; School Support; Surveys; Teamwork; *Voting

This narrative about new and old technologies in communicating school election issues to the voting public discusses desktop publishing, word processing, television tapes, and public opinion sampling techniques. Groundwork involves understanding how campaigns are organized to determine appropriate application of technology to strategies and to seek out and identify as many potential "yes" voters as possible and get them to the polls. Though research shows that adults with children attending school are supporters of school bond issues, statistics also prove that these parents often are not registered to vote. Data processing technology can solve half of the problem by using a file with parents' names, addresses, and children in school. The entire job is accomplished if a file of all registered voters is obtained. This voter list can be further refined by tracking voting history among traditional school supporters. Teams tracking voters can form a strategy enhanced by a television tape that will explain to these election workers the need for the election and what the schools plan to do with the funds they are seeking. Workers should use cards of each voter's history, mail information to "yes" and "undecided" citizens, and call the night before election. Other methods to increase the public's positive attitude include word processing, which can personalize messages to target populations. Desktop publishing makes it possible for amateurs to produce a sophisticated-appearing brochure outlining issues. School financial campaigns must identify specific voter costs and positive results as well as convey the concept that the issue is good for students. Interaction between a well-articulated cause and a well-organized communication system wins elections. (CJH)

ED 280 204 EC 191 789

Wysocki, Tim; And Others
Resident Training in Early Intervention with Handicapped Children.
Lubbock Independent School District, Tex.; Texas Tech Univ. Health Sciences Center, Lubbock. Dept. of Pediatrics.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Developmental Disabilities; Early Childhood Education; *Field Experience Programs; Graduate Medical Education; Higher Education; Home Visits; Individualized Education Programs; Infants; *Interdisciplinary Approach; *Intervention; *Medical Education; Special Education; Student Evaluation

A cooperative program between the Department of Pediatrics at the Texas Tech University Health Sciences Center and a special education program for developmentally disabled infants and children (birth through age 3) has provided 12 pediatric residents with a four-session training program. The residents were members of an interdisciplinary team which also included the child's parent, special education teacher, psychologist, educational specialist, and members of various allied health professions. Training activities included touring the special education program facilities; reviewing the child's chart; visiting the home; observing the special education teacher complete a developmental assessment of the child; reviewing the individualized education program with the teacher; observing child evaluations by occupational, physical, speech, or music therapists; and developing a relationship with the parents so that parents would rely on the resident as a source of medical information. Evaluation results suggest that the program was effective in introducing pediatric residents to issues concerning interventions with handicapped infants. (DB)

ED 280 290 FL 016 551

English Teaching Profile: Hong Kong.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jul 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; International Relations; Language of Instruction; Language Research; *Language Role; *Language Teachers; Postsecondary Education; Research Projects; Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Hong Kong

A review of the status of English language instruction in Hong Kong begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main strength of the English language teaching situation in Hong Kong is the colony's need to maintain its position as a cultural bridge between East and West. The second strength is found in the sophisticated level of trade, tourism, banking, and international commerce and the services attached to them which demand widespread daily use of English, creating a favorable language learning situation. The main problems are in the question of the medium of instruction at the junior secondary level, language teachers' professional standards, and the question of whether English should be taught at all in primary schools. (MSE)

Buchanan, Edsel
An Analysis of Student Expectations Regarding Concepts of Teaching Format.
PUB DATE- Jan 86
NOTE- 13p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *College Students; Computer Assisted Instruction; Discussion (Teaching Technique); Educational Television; *Expectation; Higher Education; Individualized Instruction; Laboratories; Lecture Method; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Personalized System of Instruction

Expectations of 432 college students regarding the following six teaching formats were studied: lecture, discussion, laboratory, personalized attention, computer-assisted instruction, and television instruction. Factor analysis procedures revealed three factors for each format: (1) evaluative had characteristics of preference and goodness and/or badness, and is connative; (2) potency had the characteristic of ascribed strength in reference to the evaluative factor; and (3) activity had characteristics of intensity and direction in reference to both the potency and evaluative factors. There were no significant differences in expectations regarding teaching format by class level. Formats that students clearly preferred were the personalized and lecture approaches. The discussion format was suggested as a third choice, with reservations possibly because of uncertainty with instructor expectations and the student's ability to express himself or herself. Laboratory and computer-assisted formats were seen as worthy, but elicited weak ascribed feelings of potency and activity. Television was clearly a nonpreferred format. (SW)

ED 280 366 HE 020 182

O'Connor, Patricia A.
M.A. Level Training: A Focus on Application.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Community Psychology; Counseling Services; *Counselor Training; Day Care; Degree Requirements; Drug Abuse; *Educational Objectives; Higher Education; *Masters Programs; Private Colleges; Program Descriptions; *Social Services
IDENTIFIERS- Alcohol Abuse; *Russell Sage College NY

The master of arts (M.A.) program in community psychology at Russell Sage College's two campuses in New York State is discussed. The program evolved from three interrelated developments: the growth and expansion of community psychology as a discipline, the increasing acceptance within the field of psychology of the M.A. as a terminal degree, and the increase in the number of human service agencies within the geographic locale of the college. Four goals of the program were to: reorient the student's thinking from a traditional model to a newer community-oriented model; train the student in a variety of strategies to facilitate changing behavior in community settings; train the student to evaluate the progress of social service programs; and provide the student with evaluation, assessment, and consultation skills. In addition to a core of six community courses, students can choose from among four tracks: the alcohol and drug abuse sequence, the community counseling sequence, the child care and children's services sequence, and a general sequence (for those who wish to obtain a background in psychology and are not interested in any of the specializations). Students are required to complete an externship and to design and implement a research and/or evaluation study. (SW)

ED 280 394 HE 020 245

Stevens, Patricia; Francis, Sybil E.

Continuing Education: Competition or Complement to Credit Instruction. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; *College Students; Community Colleges; *Continuing Education; Course Selection (Students); *Credit Courses; Enrollment Influences; Higher Education; *Lifelong Learning; *Noncredit Courses; Questionnaires; Student Characteristics
IDENTIFIERS- *AIR Forum; Lakeland Community College OH; Lee College TX

The question of whether noncredit, continuing education courses at the college level compete with or complement credit offerings is considered, based on surveys at Lakeland Community College (Ohio) and Lee College (Texas). For Lakeland College, there was some potential competition from noncredit classes in specific subjects. Lakeland Community College tests innovative courses through lifelong learning, and then converts the successful courses to credit offerings. At Lee College, most courses are not converted to credit classes. Potential competition between credit and noncredit programs was identified by the research, including noncredit students who would enroll in credit classes if that were all that were available to them. Continuing education was found to positively affect students' attitudes toward further learning, and a large majority said noncredit classes had increased the likelihood of their taking credit courses in the future. Information is presented on: reasons for enrolling in continuing education, reasons for selecting courses, how students first learned about the programs, credit versus noncredit choices, and demographic characteristics of the student respondents. The questionnaire is appended. (SW)

ED 280 409 HE 020 260

Gracie, Larry W.
Classroom Utilization. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classrooms; *Evaluation Methods; *Higher Education; Institutional Research; *School Schedules; *Space Utilization
IDENTIFIERS- *AIR Forum

The use of an index to match classes and classroom space was assessed. The index initiates the use of several variables controlling utilization: number of hours that rooms are scheduled per week, average percentage of occupancy per room, and amount of area per station per room. Interviews with deans covered current classroom assignment procedures/practices and the schools' space requirements. Satisfactory and good classroom usage were defined.

Tables were prepared, and are appended, that compare each unit's number of classrooms, the size (number of square feet and number of stations), to majors (headcount) or hours (credit and contact) produced. Different patterns of classroom assignment were found in different units, most based on historical patterns. These space allocation patterns did not necessarily reflect the current situation based on student enrollments, credit, and/or contact hour production. Outcomes of the assessment included the designation of a person to oversee the development of an automated centralized classroom scheduling system. An interim modification was that the provost's office would assign classroom space. (SW)

ED 280 424 HE 020 276

Kalsbeek, David H.

Linking Learning Style Theory with Retention Research: The TRAILS Project. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Aptitude; Academic Persistence; *Aptitude Tests; *Cognitive Style; *College Students; Grade Point Average; Higher Education; Institutional Research; Majors (Students); Personality Measures; *Personality Traits

IDENTIFIERS- *AIR Forum; *Myers Briggs Type Indicator; Saint Louis University MO; Tinto Theory; TRAILS Project

The Myers-Briggs Type Indicator (MBTI), a measure of personality type and learning style, was used at Saint Louis University in the TRAILS (Tracking Retention and Academic Integration by Learning Style) Project. In addition to considering links between learning styles and student academic achievement and aptitude, MBTI was used to identify discrete academic populations and to assess persistence patterns. MBTI preference indices consist of extraversion/introversion, sensing/intuition, thinking/feeling, and judgment/perception. Certain MBTI learning styles were disproportionately represented in certain academic fields (e.g., the most abstract and reflective learning style was most common in the arts and sciences majors). Performance on aptitude measures differed by MBTI personality types (e.g., students with the most concrete and active style scored lowest). It was also found that the greater the preference for intuition and for introversion, the better the first-term grade point average (GPA), and the greater the preference toward the judging mode, the better the GPA. Using MBTI indicators enables college researchers to assess both proxy measures of social and academic integration and the cognitive and affective processes that influence this integration. (SW)

ED 280 450   IR 012 586

Kuznetsov, Valentin M.
New Information Technologies and Education in the USSR: Theory and Practice.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Values; *Cognitive Processes; *Computer Assisted Instruction; *Computer Managed Instruction; Distance Education; *Educational Television; Epistemology; Feedback; Higher Education; Learning Motivation; *Multimedia Instruction; Production Techniques; Student Evaluation; Videotape Recordings
IDENTIFIERS- *USSR

Focusing on computers and television and their applications both on campus and for distance education, this Unesco report on the role of instructional media in the system of higher education in the USSR argues that the new technologies are capable of performing three main instructional functions within the context of any teaching-learning process: (1) they create favorable conditions for teaching and learning; (2) they provide the teacher with an efficient tool with which to manage the learning process; and (3) they serve as a vehicle to implement the curriculum content. This discussion of both the use of media and the instructional theory involved in its use covers training for specialists in computer technology; ways in which computers are used in institutions of higher education in the USSR, including the use of monitoring feedback equipment in lecture halls and a computer-managed television-based instruction system (ATOC); ways in which visual presentation of abstractions can be used to enhance instruction in mathematics and science; advantages of satellite television for distance education, including the provision of cues that emphasize different elements of the instructional message, and the use of visual information to reflect reality as fully and as objectively as possible; and the role of aesthetic education of students in the formation of their professional skills. It is concluded that the contemporary teaching-learning process at any level of education is liable to lack efficiency unless it rests on the scientifically sound use of new technologies. (BBM)

Ouellette, Janice A.; Anttila, Faith E.
The Periodical Use/Survey at Fitchburg State College Library.
Fitchburg State Coll., Mass.
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Faculty; College Students; Higher Education; Library Collection Development; Library Services; Library Surveys; *Periodicals; Questionnaires; *User Needs (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Fitchburg State College MA

This narrative description summarizes the planning and implementation of a periodical use survey conducted during fall 1985 and spring 1986 to determine who uses the Fitchburg State College Library periodical holdings and which periodicals are used.

Relevant literature is discussed, the purpose of the survey is explained, and survey procedures are described. Use survey activities included reviewing course syllabi for references to periodicals, surveying faculty members concerning their use of and feelings toward library services and materials, determining what indexes and abstracts were used, surveying students, and reviewing interlibrary loan requests for the past three years. It was concluded that, although time-consuming, the project was worthwhile in identifying areas where students need help in using periodicals, areas where students feel frustrated, and periodical titles to review for adding or dropping. A 21-item bibliography is provided, and appendices include the following information: (1) the Periodicals Department collection policy; (2) a cover letter to faculty concerning the periodical use survey; (3) periodical use survey procedures; (4) a tally sheet for tracking use of indexes and abstracts; (5) a card for use with the journal title tally sheet; (6) a sign posted during the survey; (7) the faculty survey form; and (8) the student survey form. (KM)

Chavez, David X.; Washburn, Kerry J.
Children's Antivictimization Education Project. Final Report.
Texas State Dept. of Human Services, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 225p.; Some pages contain small print.
GRANT- OHDS-90-CA-1026
LANGUAGE- English; Spanish
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Agency Cooperation; *Child Abuse; Cultural Differences; *Elementary School Students; Elementary Secondary Education; Models; Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; Public Schools; Questionnaires; *Secondary School Students; Spanish Speaking; State Programs; *Victims of Crime
IDENTIFIERS- English Speaking; *Self Protection; *Texas; We Help Ourselves Program

The impact evaluation of the Children's Antivictimization Education Project (CAVE) showed that education programs conducted in English and Spanish enhance young children's potential for avoiding victimization. Children who experienced English K-3 and 4-6 programs showed significant gains in knowledge about victimization and strategies for staying safe. The Spanish K-3 program had a significant positive impact for first graders. Sample data for the Spanish 4-6 program and the English programs for grades 7-9 and 10-12 did not conclusively demonstrate program effects. While children's reports of abuse apparently increased after the presentations, data on the teachers' and presenters' knowledge about general child victimization and prevention issues did not indicate a positive effect. In addition to the impact evaluation of the Texas Department of Human Services' CAVE project, this final report provides (1) an introduction relating project background, goal, and objectives; (2) a description of key project features, including coordination, the We Help Ourselves (WHO) curriculum model, sites, and evaluation; (3) a process description; and (4) conclusions concerning the fulfillment of project objectives, continuation of the WHO program, and evaluation results. Eleven items of related materials are appended, such as steering committee minutes, an implementation report, and data collection instruments. (RH)

ED 280 218 EC 192 119

Helping the Hyperactive Child.

Texas State Dept. of Mental Health and Mental Retardation, Austin.

PUB DATE- Jun 82
NOTE- 15p.
AVAILABLE FROM- Public Information Services, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, TX 78711 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; Dietetics; Drug Therapy; *Etiology; *Hyperactivity; *Intervention; Parent Child Relationship; Psychological Services

This brief booklet discusses the characteristics, causes, and treatments of attention deficit disorders with hyperactivity. Although children with this condition may be overly active, fidgety, distractible, aggressive, impulsive, and have difficulty learning, the primary problem is their inability to concentrate and pay attention. The exact origin of attention deficit disorders is unknown, and no single cause has been established, although it has been ascribed to genetic, biological, physiological, social, and environmental factors. While there is no "cure" for this disorder, management of attention deficit disorders has involved a variety of methods. Psychoactive drugs (particularly stimulants) have been used with some success. Tranquilizers are also prescribed, but their effectiveness is more questionable. Diet treatment excludes all foods and medicines containing artificial flavorings, colorings, and salicylate (a type of salt) from the child's diet. Psychological interventions have included family therapy and behavior modification techniques. Parents should be active in helping their child through thorough, open discussions with doctors and teachers about management techniques used at home. Children with attention deficit disorders may "grow out" of their disability, but underachievement and school failure occurring before intervention may cause poor self-esteem and other problems which could remain with them throughout their adult lives. (CB)

ED 280 246 EC 192 150

Pederson, Jacqueline K.; Askins, Billy E.

Developing Prescriptions with a Microcomputer Program for Learning Disabled and Gifted Students Based on Learning Style Instructional Strategies.

Texas Tech Univ., Lubbock. Coll. of Education.

PUB DATE- 83

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrative Organization; *Cognitive Style; Comparative Analysis; Educational Diagnosis; Elementary Education; *Gifted; Independent Study; Instructional Development; *Learning Disabilities; Student Attitudes; Student Characteristics; *Student Interests; *Teaching Methods

IDENTIFIERS- Learning Style Inventory

A study classified and compared the learning style preferences of learning-disabled (LD) and gifted elementary school students with peers who were not identified as gifted or LD. The Learning Style Inventory (Dunn, Dunn, and Price, 1981), covering 22 learning style elements grouped under four categories (environmental, emotional, sociological, and physical elements), was administered to the students. Data were analyzed using descriptive and multivariate statistics to determine relationships among learning style preferences and the three groups of students. Results indicated that LD students preferred more mobility while studying. Gifted students preferred to learn alone. Gifted students preferred more food and drink intake while learning than did their LD peers. LD students preferred the presence of an authority figure, while gifted students did not. Students not identified as gifted or LD perceived themselves as being less mobile than the other two groups and preferred to learn with peers. Recommendations are formed regarding use of these results: in the classroom; implementation of the Education for All Handicapped Children Act; organization of resources to improve student achievement; organization of facilities to accommodate various modes of instruction; examination of staffing patterns; organization of class schedules; components of academic advising; staff development programs; educational leadership; and fiscal support. (CB)

ED 280 260 EC 192 414

Gunderson, Jon R.; And Others

The Trine Project Final Report.

Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- May 86
NOTE- 72p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192 411-415. Appendix H contains small/marginally legible print.
CONTRACT- 300-83-0267

AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 ($10.10).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Communication Aids (for Disabled); *Computer Software; *Disabilities; *Educational Needs; Elementary Secondary Education; Guides; *Microcomputers; Written Language
IDENTIFIERS- *Trine Project

The final report describes the Trine Project which addressed three needs in the education of handicapped children: the need for an alternate writing system, the need for communication, and the need for access to general purpose computers used in the schools. The project had three major objectives: (1) to design a low-cost portable writing and computer access aid using existing technology, (2) to provide alternative communication integrated with writing and computer access; and (3) to provide a tutorial manual that allows naive users to learn the system. The project resulted in a special computer program which turns the Epson HX-20 general purpose computer into a dedicated writing, conversation, and computer access aid with a structured tutorial manual. Results of field testing with 13 users and 6 consultants indicated that the Trine System can be learned effectively from the guidebook and that it can meet basic communication and writing needs of persons in educational settings. A nonexclusive marketing plan (in which a limited number of organizations have the right to produce and sell the system) was used and the Trine System is now available through two commercial companies. Among appendixes are product brochures, a conference paper on the design and testing of a tutorial manual, several questionnaires on system use and evaluation, and a manual critique. (Author/DB)

ED 280 275 FL 016 533

Weatherford, H. Jarold
Nonverbal Communication and the Foreign Language Teacher.
PUB DATE- 86
NOTE- 29p.; Paper presented at the meeting of the Foreign Language Association of Georgia (Athens, GA, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; Classroom Techniques; *Communication (Thought Transfer); Cultural Awareness; *Cultural Differences; Facial Expressions; Human Posture; *Intercultural Communication; *Nonverbal Communication; *Paralinguistics; Second Language Instruction

A discussion of the role of nonverbal communication in foreign language learning focuses on culturally-conditioned aspects of nonverbal behavior. Various means of nonverbal communication, including posture, gestures, facial expression, occulesics, proxemics, haptics, chronemics, and syncing are examined, and some of the cultural differences found in these modes are explored. Suggestions for introducing foreign language students to the subject of nonverbal communication are presented in order to make students more aware of aspects of their own culture and to help them appreciate and understand other cultures. Ideas for sensitizing students to the specific nonverbal aspects of communication in the target culture are also discussed. (MSE)

ED 280 307 FL 016 572

Froehlich, Jurgen
Automobile License Plate Symbols: An Approach to Foreign Language Learning.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abbreviations; Classroom Techniques; *Cultural Awareness; Cultural Enrichment; *Foreign Countries; *Geography; Instructional Materials; Pronunciation Instruction; *Regional Characteristics; *Second Language Instruction
IDENTIFIERS- Austria; East Germany; France; *License Plates; Spain; Switzerland; West Germany

A guide to the use of foreign license plates and car markings in foreign language instruction gives suggestions for introducing license plates as a source of cultural, historical, and geographic information and lists the automobile license plate symbols (alphabetic and numerical) of Austria, France, East and West Germany, Spain, and Switzerland and the international automobile identification abbreviations for 83 countries around the world. Maps of some of the countries, showing regional or political boundaries, are also included. (MSE)

ED 280 380 HE 020 231

D'Atri, Geoffrey A.

Faculty Instructional Activity: Academic Departments' and Central Administrations' Expectations of Institutional Research Data. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86

NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; *College Faculty; College Instruction; Computer Oriented Programs; Credit Courses; Databases; Decision Making; *Departments; Enrollment Trends; *Faculty Workload; Higher Education; *Institutional Research; *Management Information Systems; Recordkeeping; Reports; *Resource Allocation

IDENTIFIERS- *AIR Forum; Eastern Montana College

A computer application at Eastern Montana College provides individual and grouped instructional faculty load data. The mainframe-generated reports support department heads and administrators in decision-making concerning staffing, merit awards, equity, accountability, planning, and productivity. The reports are best suited to colleges that practice shared governance, have flexible faculty load policies, and fulfill a primary role of instruction. At Eastern Montana College, data were needed to determine what level of full-time equivalent faculty should be allocated for each department in light of changing course and major field enrollment patterns. Database problems concerned the reporting of instructional mode and concurrent, cross-listed, and team-taught courses. The new reports provide data on five faculty workload factors by level of instruction. For each instructor, the report summarizes by department the number of enrollees and student credit hours produced by level for traditional class instruction and for traditional instruction plus other instruction. The report also summarizes the student credit hours that are produced by each department by level for both traditional and other instruction. Sample reports are appended. (SW)

ED 280 178 EA 019 288

Schmuck, Richard A.; Runkel, Philip J.
Handbook of Organization Development in Schools. Third Edition.
REPORT NO.- ISBN-0-87484-596-3
PUB DATE- 85
NOTE- 537p.
AVAILABLE FROM- Order Department, Mayfield Publishing Co., 285 Hamilton Avenue, Palo Alto, CA 94301 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Strategies; *Conflict Resolution; Decision Making; *Educational Administration; Educational Diagnosis; *Educational Improvement; Elementary Secondary Education; Evaluation; Interpersonal Communication; Meetings; Objectives; *Organizational Change; *Organizational Development; Participative Decision Making; Problem Solving; *Program Design; Theory Practice Relationship
IDENTIFIERS- Macrodesigns; Microdesigns; Oregon (Eugene)

This textbook is designed for use: (1) as a text in college classes in curriculum and instruction, educational administration, public policy, school counseling, school psychology, and the social psychology of education; and (2) as a resource for inservice training of school administrators, staff personnel, and teachers. The book focuses on organization development (OD) in the schools as a way to bring about constructive changes such as improved school climate, interpersonal and interprofessional communication, student achievement levels, and effective teaching. Eleven chapters are titled as follows: "Theory and Technology," "Macrodesigning," "Clarifying Communication," "Improving Meetings," "Solving Problems," "Making Decisions," "Working with Conflicts," "Microdesigning," "Diagnosis and Readiness," "Evaluation," and "Institutionalizing OD in School Districts." Chapters contain numerous figures, exercises, handouts, questionnaires, and other tools useful to students and educators. Chapters are designed to be read and used independently from the rest of the book as well as in thematic clusters. Chapter 11 describes several local self-help groups of organizational specialists and suggests ways in which schools may be similarly able to utilize the services of such experts in the field. Extensive references are appended. (IW)

ED 280 232 EC 192 133

Osberger, Mary Joe, Ed.
Language and Learning Skills of Hearing-Impaired Students: ASHA Monographs Number 23.
American Speech-Language-Hearing Association, Rockville, MD.; Boys Town National Inst., Omaha, NE.
PUB DATE- Mar 86
NOTE- 115p.
AVAILABLE FROM- Publications Sales Office, American-Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 ($22.50; $11.50 member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Audiology; Communication Skills; *Deafness; Elementary Secondary Education; Expressive Language; Hearing Impairments; Intelligence Tests; *Language Acquisition; Language Tests; *Learning Strategies; Mathematics Achievement; Perceptual Motor Learning; Reading Achievement; Receptive Language; Short Term Memory; Speech Skills; Spelling; *Student Characteristics; *Student Evaluation; Visual Perception
IDENTIFIERS- Nebraska

The monograph consists of 13 author contributed chapters arising out of a Nebraska study which attempted to quantify the performance of 150 profoundly hearing impaired students (4-20 years old) in the areas of language (receptive and expressive), academics (reading, spelling, math), and related learning (visual perception and short-term memory) skills. A secondary purpose of the study was to describe student characteristics and assessment procedures, examine strengths and weaknesses of measures used, and identify problems in the assessment of the hearing impaired. Results of multivariate analyses revealed that language, particularly expressive language, was the major determinant orf academic achievement although visual processing also contributed significantly to academic performance. In contrast, hearing level, speech intelligibility, and short-term memory for linguistic material contributed relatively little to academic achievement. Part I addresses the population description and includes chapters on medical, genetic, audiological, vestibular, speech, and intellectual evaluation. Part II reports on the sample's language and learning skills and includes chapters on receptive language, expressive language, academic, visual processing, short-term memory, and visual motor coordination skills. The final two chapters provide a summary and conclusions and identify factors related to academic achievement and their implications for research and educational management. Appendices include detailed descriptions of the tests used in the study. (Author/DB)

Wright, Peter H.; DeVore, Paul W.

A Plan to Diffuse Instructional Materials for Use by Transportation Educators.

West Virginia Univ., Morgantown. Technology Education Program.

SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Jan 86
NOTE- 80p.; For related documents, see HE 020 139-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); Change Agents; College Faculty; Diffusion (Communication); Educational Planning; *Engineering Education; Evaluation Criteria; Higher Education; Innovation; *Instructional Materials; *Linking Agents; Material Development; *Public Administration Education; Public Facilities; Research Utilization; Technology Transfer; Theory Practice Relationship; *Transportation; *Urban Planning

A plan to diffuse instructional modules for the preparation of transportation professionals is presented, based on research and demonstration projects sponsored by the Urban Mass Transportation Administration (UMTA). The diffusion/adoption plan involves: developing instructional modules; disseminating the modules to professors teaching transportation courses at the college level; promoting the use and adoption of the modules; and evaluating and revising the plan. Transportation educators teach in a variety of disciplines (e.g., engineering, public administration, urban planning, and technology). Eight design and evaluation criteria for the instructional modules are listed, along with the procedures used by West Virginia University in developing the five instructional modules. The diffusion strategy involves repackaging UMTA research findings, change agents, and the use of information channels (e.g, television/radio, periodicals, direct mail). Adoption tactics include direct contact and conferences/workshops. Appendices include: a flow chart of the plan, a summary of diffusion research, and lists of relevant professional associations and periodicals. (SW)

Leonard, Rex; LeCroy, Barbara
A Guide to Software Evaluation.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the National Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Integrated Curriculum; Models; Resource Materials
IDENTIFIERS- *Software Evaluation

Arguing that software evaluation is crucial to the quality of courseware available in a school, this paper begins by discussing reasons why microcomputers are making such a tremendous impact on education, and notes that, although the quality of software has improved over the years, the challenge for teachers to integrate computing into the classroom is still substantial. General features that must be considered in evaluating software--which can range from simple drill and practice exercises to packages that encourage learner creativity--are identified as creativity, instructional objectives, content, screen formatting, instructions, student response, program response to the student, motivational devices, technical quality, documentation, and teacher utility. Software evaluation instruments that can serve as models are cited, including evaluation forms from the National Council of Teachers of Mathematics and from the San Mateo County (California) Office of Education, and such guides as the "Evaluation of Educational Software: A Guide to Guides." Three software reviewing sources are also cited--"The Educational Software Selector," "The Yellow Book of Computer Products for Educators," and "The Survey of Early Childhood Software." The paper concludes by suggesting a seven-step process for performing thorough evaluations of instructional software. Five references are provided. (DJR)

ED 280 464 IR 051 823

IFLA General Conference, 1986. Pre-Session Seminar on Special Libraries and Their Role in National Development. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 354p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pre-session Seminar (52nd, Tokyo, Japan, August 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; Developed Nations; *Developing Nations; Foreign Countries; Information Centers; Information Networks; *Information Services; International Organizations; Library Associations; Library Automation; Library Collection Development; Optical Disks; *Scientific and Technical Information; *Special Libraries
IDENTIFIERS- *Asia; Document Delivery; *National Development

A seminar on special libraries and their role in national development was held as a pre-session before the IFLA conference in 1986. Papers presented include: (1) "On the Problem of Document Delivery in the Field of Science and Technology in Asia" (Daxun He, People's Republic of China); (2) "The Planning and Development of Special Library and Information Services, with Special Reference to the Asian Situation" (Nimala R. Amarasuriya, Sri Lanka); (3) "The Importance of Continuing Education and Prospects in Asia" (Liannie K. Daywin, Indonesia); (4) "National and Regional Networks for STI-ASTINFO" (Carmelita M. Martin, Philippines); (5) "General Modern Technology and Its Promise for Special Libraries" (Suwakhon Phadungath, Thailand); (6) "Problems of Collection Development in Science and Technology Libraries" (Mohammed Khurshid Alam, Pakistan); (7) "Evaluation of Special Libraries and Information Centres in Asia" (C. Deenadayalu, India); (8) "Modern and Innovative Concepts in the Organization and Management of Special Libraries and Information Centers" (David R. Bender, United States); (9) "The Optical Disk Pilot Program at the Library of Congress" (Joseph W. Price, United States); (10) "Developing Computerized Library and Information Services in Developing Countries--The Problems and Possibilities" (Ke Hong Park, Korea); (11) "The Importance of Patent Information and Its Implication for Developing Countries" (Vincent Choong, Malaysia); (12) "Towards Productivity Gains--The Role of High Technology, Abstracting and Indexing Services in National Development" (Rosdi Sundusia, Singapore); (13) "Regional Information Networks in Latin America--Can They Survive?" (Julio Cubillo, Chile); (14) "Information Analysis Work and Its Implications for Dissemination and Documentation of Scientific and Technical Information" (Suaesi Valasi, Western Samoa); (15) "Information for Development, Concepts

and Resources" (Takayasu Miyakawa, Japan); (16) "Total Library Information System with Multi-Language Processing" (T. Kuragano, Japan); (17) "Introduction to the KIT (Kanazawa Institute of Technology) Library Center--Its Concepts and Methods" (Yoshiyuki Kawata, Japan); (18) "The Importance of Technical Information in Industrial Development" (Yukio Nakamura, Japan); and (19) "Status and Prospects of Special Librarians and Information Specialists in Asia" (M. Shamsul Islam Khan, Bangladesh). (KM)

Jacobs, Alan; And Others
The Maricopa Story: Expanding Communication to Serve Students and Staff.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- Oct 86
NOTE- 32p.; Paper distributed at the National Conference of the League for Innovation in the Community College (Miami, FL, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; College Programs; Community Colleges; Computer Assisted Instruction; *Educational Technology; Library Automation; Management Information Systems; Needs Assessment; *Organizational Communication; Program Descriptions; Program Implementation; *Technological Advancement; Telecommunications; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

Executive summaries are provided of a variety of projects undertaken by the Maricopa Community Colleges related to the use of technology, and to the staff and students in the district. Reports are presented for the following activities and plans: (1) Maricopa Community Colleges/Digital Equipment Corporation/Information Associates Partnership, a project to enhance the district's management information system; (2) Telecommunications Improvement Project, Phase I: Needs Assessment, a project designed to review the district's existing telecommunications system and to make recommendations for improvement; (3) Instructional Computing Master Plan, which offers recommendations for enabling the instructor to do instructional computing, provide programmer support, and exert leadership; (4) Library/Media Automation Project, for automating cataloging, public access, circulation, acquisitions, and media booking functions; (5) Center for Instructional Technology Strategic Master Plan, which outlines the center's plans for increasing college access to its resources and support services; and (6) Information Technologies Services Strategic Master Plan, which includes general directions for improving the use of various educational and information technologies. Finally, a list of development projects undertaken by the college between 1983 and 1986 is presented. (LAL)

ED 280 549 JC 870 192

Vaughan, George B.; And Others
The Presidential Team: Perspectives on the Role of the Spouse of a Community College President.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-168-6
PUB DATE- 87
NOTE- 111p.
AVAILABLE FROM- AACJC Publications, 80 South Early St., Alexandria, VA 22304 ($9.40 members; $12.50 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Collected Works - General (020)
DESCRIPTORS- Administrators; *Attitudes; *College Presidents; Community Colleges; Family Life; *Family Role; Marital Status; Social Change; *Spouses; Two Year Colleges
IDENTIFIERS- *Spouse Role

The articles in this collection analyze the roles, opinions, and views of the spouse of the community college president. After an introductory overview, the following essays are presented: (1) "Opening the Debate," by George B. Vaughan, which discusses conflicting perceptions of the spouse's role; (2) "The Spouse's Role in Perspective," by Roberta H. Ostar, which considers the interpretations of the spouse's role at four-year and two-year colleges; (3) "The Impact of the Women's Movement on the Spouse's Role," by Muriel Kay Heimer, which focuses on the relationship of the male spouse to the presidency; (4) "A Trustee's Perspective on the Spouse's Role," by Sheila Korhammer, which discusses what trustees and spouses can and do expect from each other; (5) "The Career Spouse: Playing the Daily Double," by Peggy A. Vaughan, which looks at ways of successfully juggling multiple career and family roles; (6) "I Don't Have a Bouffant," by Bonnie P. McCabe, which offers the experiences of a presidential spouse in promoting the college to internal and external constituents; (7) "The Male Spouse," by Colin S. Shaw; (8) "The Spouse as a Volunteer," by Pat Goodpaster, which discusses the rewards of the role of community volunteer; (9) "A Moving Experience," by Ginger Crawford, in which the joys and frustrations of relocating are considered; (10) "The Presidential Team: President and Spouse," by Carol Parker Thompson; and (11) "Observations and Recommendations," by George B. Vaughan. (LAL)

Kroe, Elaine
Instructional Faculty Salaries for Academic Year 1985-86. OERI Bulletin.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; Full Time Faculty; Geographic Regions; Higher Education; Males; National Surveys; *Private Colleges; *Public Colleges; *Sex Differences; *Teacher Salaries; Two Year Colleges; Women Faculty
IDENTIFIERS- *Higher Education General Information Survey

National salary data for instructional faculty for 1985-1986 are presented, along with a narrative overview, based on 2,952 responses to the Higher Education General Information Survey of Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty. Academic year 1985-1986 was the fifth consecutive year that salary increases for full-time faculty outpaced inflation, and the largest real income gain for faculty for the five-year period beginning in 1981-1982. The average salary of teaching faculty nationwide, combining all institutions and academic ranks, was $32,400 in 1985-1986. Instructional faculty received 13.7% higher average salaries at four-year than at two-year institutions. Salaries grew slower in the private sector at both four-year and two-year institutions. Average salaries (all ranks combined) were 24.4% higher for men than women in 1985-1986. Examined by academic rank, however, the salary gap between the sexes was considerably less; the largest difference was among lecturers. Schools in the Far West region of the United States had the highest average salary for instructional faculty (all ranks combined) and institutions in the Southeast region, the lowest. (SW)

ED 280 479 IR 051 838

IFLA General Conference, 1986. Education and Research Division. Round Table: Research in Reading. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 40p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Psychology; Developed Nations; Developing Nations; Foreign Countries; International Organizations; Library Associations; Library Role; Personality Traits; *Reading Attitudes; *Reading Habits; *Reading Research; *Youth

IDENTIFIERS- *Bibliopsychology; China; Library Development; USSR

Papers presented at a roundtable session at the 1986 International Federation of Library Associations (IFLA) conference consider current research in reading. They include: (1) "Bibliopsychology--The Contribution of a Study of Temperament" (R. O. Linden, Japan), which examines research on the impact of communication media on the fundamental strata of human nature; (2) "New Achievements in Reading Research in the People's Republic of China" (Guiyuan Peng, China), which summarizes trends in Chinese library development, including enhanced library functions, multi-series and multi-level services, the development of information processing, and increased resource sharing and network information transfer; and (3) "The Studies of the Youth's Reading in the Soviet Union" (V. D. Stelmakh, USSR), which considers current research in the reading habits of youth, presents data on studies conducted in the USSR, and discusses some problems and prospects for future research. (KM)

ED 280 494　　　　　　　　IR 051 853

IFLA General Conference, 1986. Management and Technology Division. Section: Statistics. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 104p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Data Collection; *Decision Making; Developed Nations; Developing Nations; Foreign Countries; International Organizations; Library Associations; Library Education; *Library Statistics; *Public Libraries; *Reference Materials; *Study Abroad

IDENTIFIERS- Australia; Brazil; Japan; Libya; United States

Papers on statistics which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Library Data Collection in Brazil (Nice Menezes de Figueiredo, Brazil); (2) "Fact-Finding on Statistics and Reference Tools in Japan" (Yuriko Sugimoto, Chihomi Oka, Ikuko Mayumi, and Keiko Kurata, Japan); (3) "Public Library Statistics in Libya" (Abubaker M. El-Hush, Libya); (4) "Preparing Librarians for the 21st Century--Study Abroad" (Maxine K. Rochester, Australia); and (5) "Library Statistics and Institutional Decision-Making" (Glyn T. Evans, United States). (KM)

ED 280 522 JC 870 156

Maurer, Ernest W.
Building an Agenda for an International Technical Workshop.
Orange Coast Coll., Costa Mesa, Calif.
SPONS. AGENCY- Community Colleges for International Development, Inc.; Ministry of Education, Taipei (Taiwan).
PUB DATE- 12 Apr 86
NOTE- 73p.; Paper presented at the Conference on International Education of the American Association of Community and Junior Colleges (Orlando, FL, April 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Inservice Teacher Education; *International Educational Exchange; *Program Development; Program Evaluation; *Teacher Workshops; *Technical Assistance; Technical Education
IDENTIFIERS- *Taiwan

Drawing from experiences in conducting two technical workshops in Taiwan, this paper describes the process of developing and implementing activities which provide technical assistance and instruction in specific content areas and which suggest alternative delivery methods for faculty from foreign educational institutions. The paper looks at such steps as the recruitment and preparation of instructional team members; the development of an appropriate curriculum for the host country or institution; the delivery of the technical training workshop; and the evaluation of the workshop. In addition, the paper examines issues related to working within a consortium and highlights workshop benefits. The final report of the Taiwan Technical Workshops, held July 21-August 8, 1986, is attached. This report (which makes up three-fourths of the document) includes an introduction and statement of purpose for the workshop; a list of participants; information on project planning; a travel itinerary; materials on preparations, facilities, the instructional program, and cultural activities; recommendations, and personal impressions. (EJV)

ED 280 276 FL 016 536

Cullen, Audrey; And Others
Accelerated Learning 1985-1986.
Delgado Coll., New Orleans, La.
PUB DATE- 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Class Activities; *Classroom Environment; *Classroom Techniques; *Educational Theories; Elementary Secondary Education; Higher Education; Learning Theories; Music Activities; Participant Satisfaction; Reading Games; Relaxation Training; *Second Language Instruction; Skill Development; *Suggestopedia; Teacher Education; Teaching Methods
IDENTIFIERS- *Total Physical Response

A second language teaching technique using relaxation, imagination, and music to accelerate the learning process is imagination, and music to accelerate the learning process is discussed. Part 1 describes the classroom setting and the stages and processes of the technique. Part 2 outlines the theory and sources of the method in the literature of learning theory and language teaching. The third part presents an evaluation of a project to train Louisiana language teachers in the method. The teacher training program consists of instruction in an unfamiliar language by means of the Accelerated Learning method, instruction in a more familiar

language, and instruction in the use of the method itself. Evaluation is based on pre-to-posttest changes in trainee attitudes and language skills. (MSE)

Metzner, Barbara S.
A Categorical Bibliography for Student Attrition Research.
PUB DATE- Mar 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Persistence; *College Students; Commuter Colleges; Dropout Prevention; *Dropout Research; *Educational Research; Higher Education; Intervention; Models; Research Design; Residential Colleges; School Holding Power; *Student Attrition; Two Year Colleges

A bibliography of research on student attrition is presented. The 175 references, most of which are dated 1970 or later, are categorized under the following headings: research design, models of the attrition process, some historical perspectives, recent reviews of research--performance variables, empirical studies for 1970-1987, and intervention for retention. The empirical studies concern residence-oriented four-year institutions, commuter-oriented four-year institutions, and two-year colleges. (SW)

ED 280 410 HE 020 261

Hawk, Thomas R.; Grosset, Jane M.

A Formative Program Evaluation Strategy for Producing Institutional Change. A Case Study of a Large General Studies Program Evaluation in an Urban Community College. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 37p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Academic Aspiration; *Change Strategies; Community Colleges; Educational Objectives; *Formative Evaluation; *General Education; Higher Education; *Program Evaluation; Program Improvement; *Student Characteristics; Student Needs; Student Placement; *Two Year College Students; Urban Schools
IDENTIFIERS- *AIR Forum

A formative evaluation was undertaken at an urban community college to determine how an open-admission general studies program should be restructured to better meet student goals and the college's educational objectives. The evaluation process included: interviewing key college representatives to generate hypotheses, and review of the hypotheses by a broad representation of institutional contituents. The research plan focused on: a data collection and analyses technique that would describe the performances and outcomes of the general studies students, and an approach to identify subpopulations within the general studies student pool, as well as discriminating variables associated with each subpopulation. The identification of five student subpopulations made it possible to target support services to new general studies students. The research results have implications for academic advising and support services and curricular requirements. An approach for compiling and disseminating the results was developed. The five subpopulations are described and the discriminating variables are listed. Nine principles for producing institutional change through a formative evaluation are also considered. (SW)

ED 280 425 HE 020 277

Kolman, Eileen M.; And Others

The Outcomes of Doctoral Education: An Institutional Study. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Departments; *Doctoral Degrees; *Education Work Relationship; *Evaluation Methods; Graduate Study; Graduate Surveys; Higher Education; Institutional Research; *Outcomes of Education; Questionnaires; Research Projects; *Scholarship; Student College Relationship; *Values

IDENTIFIERS- *AIR Forum

Outcomes of doctoral education at a private, urban university were studied, and a questionnaire was developed. A total of 707 Ph.D. and Ed.D. recipients from 16 departments who had graduated between 1963 and 1984 were surveyed to determine: the impact of doctoral education on career development, the perceived influence of the institutional values on graduates, and the frequency and type of research or scholarly activities engaged in during and after graduate school. Data from the 168-item survey were analyzed by department, degree, and four general academic fields, and a number of indices were developed. The career development index included the following variables: relationship of degree to job and career, and postgraduate career path. Variables included in the institutional values index were: concern for ethical values, interest in religious beliefs, and influence of the university on personal values. Activities to indicate scholarship included: submitting grant proposals and articles for publication, receiving external funding for research, and delivering papers. The analysis includes comparisons for graduates in the fields of education, humanities, social sciences, and medical sciences. (SW)

ED 280 191 EA 019 315

Chiang, Eleanor Yin
Educational Data Base and School Profile Reports.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Database Management Systems; *Data Collection; Data Processing; Decision Making; *Educational Technology; Information Retrieval; Information Storage; *Management Information Systems; *Program Development; Secondary Education; Surveys; Teamwork
IDENTIFIERS- *Sacramento City Unified School District CA

This report describes the development in 1986 of a management information system by the Sacramento City (California) Unified School District for use in high schools. A nine-page attachment, which comprises two-thirds of the report, offers profiles of selected schools drawn from the databases. Data sets of 200 information items, collected from all 85 schools, were grouped into 4 categories: school background data; student achievement data; opinion survey data from staff, parents, and students; and facility data. Strategies responsible for the system's success are the following: (1) seeking inputs--a committee of representatives from the district guided database development; (2) team strategies--management members brainstormed to produce database characteristics and developmental strategies; (3) continuity of tasks--tasks were divided into segments and implemented simultaneously by a group or continuously and sequentially by individuals until a main project resulted; and (4) utilization of computer technology--various computer skills and backgrounds used depended on staff members' backgrounds, system strength and capability, and consultation services. The preceding strategies are illustrated by a flowchart of task preparation by staff on school reports. The attached school profiles present data set results. Student, staff, and parent surveys include opinions on learning environments, programs, rules, and learning usefulness. Other data cover student achievement, district finances, and school demographics. (CJH)

ED 280 205 EC 191 790

Dannenbring, Gary L.; Lanning-Ventura, Suzanne
Academic Growth Made by Learning Disabled Students.
Arrowhead Area Education Agency, Fort Dodge, IA. Special Education Div.
PUB DATE- Nov 85
NOTE- 48p.; Paper presented at the Annual Meeting of the Iowa Educational Research and Evaluation Association (November 14-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Secondary Education; Followup Studies; *Learning Disabilities; Outcomes of Education; Program Effectiveness; Time Factors (Learning)
IDENTIFIERS- Iowa

The study examined the academic growth of students (N=326) identified as learning disabled since 1981 in a 9-county area of Iowa. All students in the study had been given at least one academic achievement test twice and the second testing was at least 90 days but not more than 1095 days after the first testing. The basic measure of growth was the change in norm-referenced scores over time. Results of comparing the two test scores showed that very little change occurred, and there was no evidence of differences based on factors such as district size, sex, time period difference, special education program type, or the specific learning disability. Though there was no evidence that students were improving relative to regular education peers, there was also no evidence of decline. (Author/DB)

ED 280 219 EC 192 120

Realidades Acerca de la Deficiencia Mental = Facts about Mental Retardation.

Texas State Dept. of Mental Health and Mental Retardation, Austin.

PUB DATE- Aug 82
NOTE- 17p.; A product of Public Information Services.
AVAILABLE FROM- Public Information Services, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, TX 78711 (single copy free).
LANGUAGE- Spanish; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Etiology; *Human Services; *Incidence; *Mental Retardation; *Prevention; State Programs
IDENTIFIERS- *Texas

This document consists of two booklets, one in Spanish and one in English, both covering the same text: the characteristics of mentally retarded individuals, the prevalence of mentally retarded persons in Texas, causes of mental retardation, prevention possibilities, and services available to mentally retarded persons in Texas. A distinction is made between mental retardation and mental illness, and the four levels of mental retardation (mild, moderate, severe, and profound) are briefly characterized. Estimates presented about the number of mentally retarded persons in Texas indicate that about three percent of the population is mentally retarded, with the majority of these individuals being mildly mentally retarded. Among causes (conditions which hinder development before birth, during birth, or in early childhood) of mental retardation listed are rubella, meningitis, Downs Syndrome, metabolism disorders, destruction of brain tissue, and poor diet. Techniques to prevent mental retardation include corrective surgery; early identification and treatment of poor diet, diseases, and metabolic disorder; and genetic testing and counseling. Texas offers several services, including education and training for mentally retarded persons, outreach centers, diagnostic and evaluation services, and genetic screening and counseling. (CB)

ED 280 247 EC 192 401

Allen, Thomas E.
Understanding the Scores: Hearing-Impaired Students and the Stanford Achievement Test (7th Edition).
Gallaudet Research Inst., Washington, DC. Center for Assessment and Demographic Studies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 89p.
GRANT- G008300004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; Differences; *Hearing Impairments; Multiple Disabilities; Racial Differences; Regional Characteristics; *Scores; Testing; Test Interpretation; *Test Norms; Test Reliability; Test Validity
IDENTIFIERS- Impairment Severity; *Stanford Achievement Tests

This manual summarizes technical information regarding the 1982 Stanford Achievement Test, Seventh Edition when administered to hearing-impaired students. In Section 1, the procedures used to select the norming sample (7,557 hearing-impaired students) are described, and the demographic characteristics of the resulting sample are compared to those of the Annual Survey. In Section 2, evidence for the reliability and validity of the test for the hearing-impaired student population is presented, including a discussion of the standard error of measurement and its implications in determining the significance of gains noted in scores from year to year. Section 3 contains a set of norm tables for selected subgroups of the sample, including: regions of the United States (Northeast, Midwest, South, and West); types of educational programs (residential schools, day schools, local schools with hearing students); three levels of hearing loss; students with and without additional impairments; and ethnic groups (White, Black, and Hispanic). (CB)

ED 280 291 FL 016 552

English Teaching Profile: Canada.
British Council, London (England). English Language and Literature Div.
PUB DATE- Oct 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Institutional Cooperation; Instructional Materials; International Cooperation; Language Research; *Language Role; *Language Teachers; Literature; Postsecondary Education; Research Projects; Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Canada

A review of the status of English language instruction in Canada begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, postsecondary, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and American support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The standards of English teaching in Canada have much in common with comparable institutions in Britain, resulting in much formal and informal exchange on the teaching of language and literature. However, erosion of the place of British literature and growth in the teaching of Canadian literature has occurred. Instruction in English as a second language is found to have developed piecemeal as a result of changing demographic and political patterns, but it continues to rely on the less theoretical British approach to second language learning. The roles of the British Council and British expertise are seen as substantial. (MSE)

Sobelman, Chih-ping Chang; And Others
Studies of Chinese Language Structures.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 82
NOTE- 369p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chinese; Deep Structure; Discourse Analysis; Form Classes (Languages); *Grammar; *Language Patterns; *Language Usage; *Morphology (Languages); Phrase Structure; Second Language Instruction; Structural Analysis (Linguistics); Surface Structure; Syntax; Uncommonly Taught Languages

Fifty-five structures of the Chinese language are described and their particular usage patterns are discussed for the use of teachers, linguists, and advanced students of Chinese. Each structure is listed by its major structural element(s), its grammatical element(s), or a combination of the two. The examination of each structure consists of an analysis of the form (formal features and/or variant forms), examples in Chinese with the English translation, and notes on usage (formal properties, behavior, and meaning). In some cases, structures are contrasted for clarification. (MSE)

ED 280 367 HE 020 183

Trends in Tuition and Other Basic Student Charges, 1963-64 through 1986-87. With Typical Student Costs, 1980-81 through 1986-87. Report No. 19-87.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Feb 87
NOTE- 147p.; Colored cover page will reproduce poorly; two pages contain very small print.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Community Colleges; Commuting Students; *Fees; Graduate Students; Higher Education; In State Students; On Campus Students; Out of State Students; State Colleges; State Surveys; *State Universities; *Student Costs; Trend Analysis; *Tuition; Undergraduate Students
IDENTIFIERS- *State University of New York

Data on tuition and other student costs for the State University of New York (SUNY) are presentd, along with a brief narrative summary. Information is provided on: in-state and out- of-state tuition charges for graduate and undergraduate students; trends in undergraduate and graduate student tuition and other charges by program level, 1963 to 1986-1987; trends in tuition and required fees for each SUNY campus and for specialized colleges, 1980-1987; trends in basic student charges for undergraduate students, graduate students, students living in campus residence halls, and all other students, by campus, 1980-1987; and trends in the distribution of other basic student charges (books and supplies, transportation, personal, and miscellaneous) for students living in campus residence halls, students living in noninstitutional housing in the community, and commuter students, by campus, 1980-1987. The data show moderate tuition increases for 1986-1987 at the statutory colleges, while tuition at the remaining state-operated institutions stayed at the same level as in the two preceding academic years. There were tuition increases at 25 of the 30 community colleges in 1986-1987. (SW)

ED 280 395 HE 020 246

Lenning, Oscar T.; Mohnkern, Donald F.

Programming Dramatic Decreases in Freshmen Attrition: We Can Make It Happen and IR Can Help. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Ancillary School Services; College Freshmen; *College Students; Faculty Development; Higher Education; *Institutional Research; *School Holding Power; Student Attrition; Student Development
IDENTIFIERS- *AIR Forum; *Roberts Wesleyan College NY

Student retention at Roberts Wesleyan College, a four-year liberal arts college in New York State, is discussed, and an overview of the college is presented. Consideration is given to changes that were made on the campus starting during fall 1983 that may have promoted student development and retention. These developments include: an innovative learning center, a freshman seminar, changes in the opening freshman orientation program, hiring a Director of Curriculum and Faculty Vitality, a faculty growth contract system, and improved on-campus counseling services. The percentage of entering freshmen dropping out during the first 6 weeks decreased from 12% in fall 1982 to 1% or 2% in fall 1984 and 1985. However, since many students postponed dropping out until the summer following the freshman year, it is recommended that attention be devoted to post-freshman retention. In addition, there is a need to focus attention on the more able students since they increased markedly as a percentage of those dropping out prior to the sophomore year. The importance of institutional research to student retention improvement is also discussed. (SW)

ED 280 451 IR 012 587

Hartig, Gordon
The Results of an Independent Study Program Survey of Current and Former Students on the Role of Computer-Assisted Instruction in Correspondence Courses.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Correspondence Study; Distance Education; High Schools; *High School Students; *Independent Study; *Microcomputers; Questionnaires; *Student Attitudes; Surveys; Tables (Data)
IDENTIFIERS- Empirical Research; Indiana University

Although computers are used for administrative purposes and for grading in correspondence course programs throughout the United States, there has been little application to date of computer-assisted instruction (CAI) in these programs. A survey was sent to 899 former students in Indiana University's high school independent study program to determine (1) to what extent various types of hardware are available to students in homes and schools; (2) what percentage have had experience with CAI; (3) how students react to CAI in general and to CAI in independent study courses in particular; and (4) what preferences students might have for implementation of CAI in independent study. Responses on the 81 questionnaires returned (9%) indicate that there would be ample interest in CAI if the computer were used to present material that is difficult to present clearly in paper and print. Students also indicate that they would be interested in CAI only if it did not cause substantial price increases in courses and textbook materials. It was concluded that the most efficient way to implement CAI in a distance learning environment would be to create software on microcomputer disk to supplement material presented in textbooks, workbooks, and learning guides. Due to the changing nature of computer technology, it is recommended that independent study programs experiment with CAI on a small-scale basis, and monitor these courses carefully to obtain information that could be used to facilitate a full-scale CAI effort in the future. The questionnaire is appended. (MES)

ED 280 509 IR 051 869

Dierickx, H., Ed.; Hopkinson, A., Ed.
Reference Manual for Machine-Readable Bibliographic Descriptions. Third Edition.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/6
PUB DATE- 86
NOTE- 306p.; Some examples and diagrams contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communications; *Computer Oriented Programs; Databases; Definitions; *Documentation; Guidelines; *Information Dissemination; *Information Storage; Information Systems; International Programs; *Machine Readable Cataloging; Online Systems; Specifications; Standards; Tables (Data)
IDENTIFIERS- *Bibliographic Records; Information Exchange Procedures; *Machine Readable Data

A product of the UNISIST International Centre for Bibliographic Descriptions (UNIBID), this reference manual presents a standardized communication format for the exchange of machine-readable bibliographic information between bibliographic databases or other types of bibliographic information services, including libraries. Its first section defines in broad outline the format and content of bibliographic records, the concepts of type of bibliographic entity and bibliographic level, and the sets of data elements regarded as essential or optional for the description of each type of bibliographic entity. Names and detailed definitions of each data element are given in the second part, as well as guidance on how the data element content is to be selected and entered into the machine-readable medium. The third section provides detailed specifications of the carrier format or record structure, character sets and coding, transliteration, physical standards for magnetic tapes, and other aspects primarily of concern to computer system designers. A set of examples with complete bibliographic descriptions follows, and the final section presents general guidelines for the production of documentation on individual implementations of the reference manual. Additional background information is given in six appendices. A 36-item bibliography which includes relevant international standards and 10 tables and diagrams are also provided. (KM)

ED 280 564 PS 016 358

Magagna, Jeanne
Three Years of Infant Observation with Mrs. Bick, Founder of Infant Observation, Tavistock Clinic in London.
PUB DATE- 86
NOTE- 23p.; Filmed from best available copy.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Emotional Development; Emotional Experience; Family Environment; *Family Relationship; Foreign Countries; *Individual Development; *Infants; *Mothers; Observation; Psychiatry; Seminars; *Therapists; *Training
IDENTIFIERS- *England

Discussed from a psychoanalytic perspective are areas of special difficulty in the phases of a three-year training observation of an infant and his family under the supervision of a 79-year-old child psychoanalyst and teacher. Specific attention is given to the child in relation to his family, the role of the observer in containing mother/infant anxieties, and the role of the tutor and seminar members in helping the observer. The first part of the paper reports observations of a baby and his parents in order to make a clear differentiation between (1) the baby attaching himself to the mother in a way that permits introjective experiences to take place, and (2) baby "holding himself together" out of distress. The second part of the paper describes transformations of the identities of all those involved in the observation/seminar, the baby and his family from the infant's eighth to sixteenth month, and the toddler's adjustment to a catastrophic change: the birth of a sibling. Throughout, the paper attempts to highlight some of the central preoccupations associated with early infantile anxieties, in particular the infant's fear of disintegration and loss of identity. (RH)

ED 280 261 EC 192 415

Brady, Mary; And Others
TRACE Authored Papers from the First through Ninth Annual Conferences on Rehabilitation Engineering Technology (1977-1986).
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 86
NOTE- 48p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 192 411-414.

AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705 ($6.40).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Computers; Computer Software; *Disabilities; *Engineering Technology; Input Output Devices; *Rehabilitation
IDENTIFIERS- *Rehabilitation Engineering

Brief papers authored by staff of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals and presented at the first through ninth annual conferences on rehabilitation engineering technology are presented. Papers have the following titles and authors: "The Data Routing Module: Accessing Computer Systems with Communication Aids" (B. Rodgers et al.); "Application of an Optical Keyboard for Job-Site Access to Standard Computer Systems" (G. Goldberg); "Two Headpointing Input Techniques--A Comparative Study" (M. Brady et al.); "Generic Keyboard Emulator Architecture for Transparent Access to Standard Software by Handicapped Individuals" (D. Kelso and J. Gunderson); "A Multipurpose Stand Alone Expanded Keyboard for the Disabled" (P. Graystone et al.); "A High-Efficiency Flexible Keyboard Input Acceleration Technique: Speedkey" (G. Vanderheiden); "Development of a Set of International Communication Aids Compatibility Standards Proposals (ICAC SIDS)" (B. Rodgers and J. Gunderson); "A Portable Computer-Based Writing, Conversation and Computer Access Aid for Severely Motor Impaired Individuals" (J. Gunderson and G. Vanderheiden); "Minibus Architecture for Increased Function and Longevity of Communication and Control Aids" (G. Vanderheiden and D. Kelso); "Use of Transparent Input and Feedback Modification to Allow Access to Standard Educational and Vocational Software" (G. Vanderheiden and D. Kelso); "The Talking Blissapple: A User Programmable Pictographic Communication/Writing Program for Severely Handicapped Individuals" (G. Vanderheiden and D. Kelso); "A Data-Based Approach to Character/Syllable/Word Sets" (M. Brady et al.); "A Standard Interconnection Format for Electronic Assistive Devices for Handicapped Individuals" (B. Rodgers et al.); "Dual and Nested Computer Approach to Vocational and Educational Computer Systems" (G. Vanderheiden and D. Kelso); "Hybrid Optical Headpointing Technique" (G. Vanderheiden); "Design of Universal Keyboard Emulators" (B. Rodgers); "Ten-Branch Abbreviation Expansion for Greater Efficiency in Augmentative Communication Systems" (D. Kelso and G. Vanderheiden); "The Effect of Increased Sensor Area on Input Rate and Accuracy of the Express III Communication Aid" (C. Lee and G. Vanderheiden); "Alternate Access to All Standard Computers for Disabled and Non-Disabled Users" (G. Vanderheiden); "A Portable DECtalk Speech Synthesizer" (C. Lee and D. Kelso); "The Design and Testing of a Tutorial Manual That Allowed Users To Learn a Multifunction Aid System without Expert Support" (B. Rodgers); "One Finger Operation of the IBM Family of Personal Computers" (C. Lee et al.); and "Application of Multiple Wordstudy Analysis in the Development of Vocabularies for Augmentative Communication Systems" (C. Cress and G. Vanderheiden). (DB)

ED 280 338 HE 020 153

Frankel, Martin M.; Kroe, P. Elaine
Integrated Postsecondary Education Data System. Glossary.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-313
PUB DATE- Feb 87
NOTE- 28p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Databases; *Data Collection; *Federal Programs; *Information Systems; *National Surveys; *Postsecondary Education
IDENTIFIERS- *Integrated Postsecondary Education Data System

A glossary of terms used in the Integrated Postsecondary Education Data System (IPEDS) is presented. IPEDS is a group of 10 surveys designed to collect data from all primary providers of postsecondary education and is a major part of data collection for the federal Center for Education Statistics. In developing IPEDS, a set of common data elements consistent for all providers of postsecondary education was established, as were sets of unique data elements applicable only to particular types of postsecondary education providers. The creation of unique data elements required multiple versions of 6 of the 10 IPEDS surveys. A table is included that is a key to the IPEDS survey forms that institutions will receive according to highest level of offering and level of control. (SW)

ED 280 381 HE 020 232

McKinney, Richard L.; And Others
The Role of Institutional Research in Data Administration and Management. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computer Uses in Education; Data Analysis; Data Interpretation; Disclosure; *Higher Education; Information Needs; *Institutional Research; *Management Information Systems; *Program Administration; Quality Control; Reports; *Staff Role
IDENTIFIERS- *AIR Forum; University of Kansas

New roles for college institutional researchers in the area of data administration and management that have resulted from developments in computer technology are reviewed. These developments include easily accessed databases, user-friendly software, and powerful and inexpensive hardware. The growing demand for data, combined with a general lack of user concern for data management problems, have placed data administration and management responsibilities with the Office of Institutional Research and Planning (OIRP) at the University of Kansas. Three main reasons for the development of this role are identified: OIRP is a heavy user of university data for analytical and reporting purposes; OIRP is in a unique position to see the information needs and data uses of both university central administration and the more decentralized departments and units; and the position of OIRP within the university administrative structure makes it the ideal location for a data administration function. Five specific areas of data management are discussed: data access, data integrity, data manipulation, data analysis and interpretation, and data reporting. (SW)

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: School Libraries. Childrens' Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 98p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Childrens Literature; Developed Nations; Elementary Secondary Education; Foreign Countries; International Organizations; Library Associations; *Library Education; Library Instruction; *Public Libraries; Reading Skills; *School Libraries; Volunteers
IDENTIFIERS- Canada; Childrens Librarians; *Childrens Libraries; *Japan; New Zealand; Private Libraries; Scandinavia

Papers on school libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "School Libraries: Bridges or Barriers?" (Gwen Gawith, New Zealand); (2) "The Guidance on Reading and Information Skills in School Libraries--Japan's Case" (Ikuko Koyama, Japan); (3) "Present Status and Problems of School Libraries in Japan--In Order to Achieve Educational Excellence" (Yoshiro Kasahara, Japan); (4) "From CHIFLA to Section of Children's Libraries--Past, Present, and Future of IFLA's Section of Children's Libraries" (Lena Skoglund, Sweden); (5) "Education and Training of Librarians in Children's Librarianship" (Lena Skoglund, Sweden); (6) "The Objectives of Children's Libraries in Scandinavia Based on the Situation in Denmark" (Eva Glistrup, Denmark); (7) "Opening a Big Window for Each Child: A Report on the Bunko--Children's Library Movement by Local Volunteers" (Ikuko Suyehiro, Japan); and (8) "Children's Libraries in Japan--Progress and Problems" (Yasuko Nakata, Japan). A script for a slide presentation, "How a Typical Canadian Elementary School Library Is Run in a Busy Metropolitan Area," by Anne M. Galler of Canada, is also included. (KM)

ED 280 523 JC 870 157

Marcotte, James
Comparison of Academic Success between CTC Basketball Players and Nonplayers.
Cincinnati Technical Coll., OH. Office of Developmental Education.
PUB DATE- 86
NOTE- 20p.; Statistics prepared by Terrence Huge.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Athletes; Basketball; College Athletics; Community Colleges; Comparative Analysis; Two Year Colleges; *Two Year College Students

A study was conducted at Cincinnati Technical College (CTC) to discover whether college athletes, particularly basketball players, performed as well as their non-athlete counterparts in terms of grade point average (GPA), credit hours completed, and graduation. A sample of 51 CTC basketball players was matched against a sample of 51 non-players with similar aptitude test scores, dates of entry, and programs of study. Study findings included the following: (1) the basketball players had an overall mean GPA of 1.98 while the matched non-players' GPA was 2.29; (2) the players earned an average of 54.3 credit hours, while the non-players averaged 57.6 hours; (3) the players enrolled for an average of 7.1 terms compared to the non-players who enrolled for an average of 9 terms; (4) 30 of the 51 players took at least one developmental education course compared to 25 of the matched males; and (5) 9 of the 51 basketball players had graduated compared to 7 of the 51 non-players. The study report includes a discussion of academic standards for college athletes established by various athletic associations and CTC. (EJV)

Lufler, Henry S., Jr.
Legal Impact Studies: Golden Oldies and Today's Research.
PUB DATE- Mar 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Community Organizations; Community Study; *Court Role; Courts; *Desegregation Effects; Elementary Secondary Education; Hypothesis Testing; Legal Problems; *Research Methodology; *Research Problems; *School Desegregation
IDENTIFIERS- Elites; *Implementation Analysis; Prayer; *Supreme Court

Contemporary scholars researching the courts' impact on schools would profit from examining the well-funded studies conducted in the 1960s and early 1970s. This article discusses the substance of early judicial impact research and explores its relevance for today. Most 1960s impact studies dealt with United States Supreme Court decisions in three areas of which two involved education: school prayer and school desegregation. Early impact research posited the simple, testable proposition that Supreme Court decisions in these two controversial areas might be ignored or evaded. Numerous variables were found to affect short-term compliance. Since school personnel evinced incomplete understanding of court decision requirements, local compliance was promoted by the activities of third-party groups like civil liberties associations. Some school administrators decided to avoid behavior changes until directed by school boards or threatened by lawsuits. Resistance and acceptance were also related to geographic region. This article lists a dozen findings that could be used as hypotheses for contemporary researchers. Two important variables needing further study are administrators' personal attitudes and community elites' roles. Community case studies are also needed. Early impact research offers both a useful source of testable propositions and an excellent proving ground for research methodologies. Specific research emphases are briefly discussed and a plea is made for a return to indepth field methodologies. Appended are 22 references. (MLH)

ED 280 206 EC 191 791

Zabel, Mary Kay, Ed.
Teaching: Behaviorally Disordered Youth. Volume 2.
Council for Children with Behavioral Disorders.
PUB DATE- 86
NOTE- 50p.; For previous volume, see ED 264 706.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Career Awareness; Classroom Techniques; Community Programs; Deinstitutionalization (of Disabled); Delinquency; *Educational Practices; *Educational Strategies; *Educational Trends; Elementary Secondary Education; Emotional Development; Feedback; Mainstreaming; Poetry; Psychoeducational Methods; Transitional Programs; Videotape Recorders

Five articles address current teaching and programming practices in the education and treatment of behaviorally disordered youth. In "Down the Up Staircase: The Teacher as Therapist," P. Nichols explores the premise that teachers should not limit their potential as child helpers by excluding counseling and psychotherapeutic interventions. "Videotape Feedback as a Therapeutic Tool" (D. Raschke et al.) describes ways in which educators can effectively use videotape feedback to help behaviorally disordered students become more aware of the consequences of their behavior and develop constructive alternatives. In "Job Training/Career Awareness Partnership Program for Emotionally Disturbed Juvenile Delinquent Youth," M. Weber outlines components of a community-based alternative to incarceration or institutionalization. "Extending Emotional Responses through Poetry Experiences" (J. M. Harms et al.) illustrates how poetry can encourage a more flexible and creative view of life experiences for children with emotional and behavioral problems. Finally, "A Transitional Education Model for Reintegrating Behaviorally Disordered Students from Residential Treatment Centers to Public School Programs" (H. S. Muscott and R. Bond) describes a model for systematically preparing students for less restrictive environments, using the Transition Classroom as the linkage between the treatment facility and the local school district. (JW)

ED 280 233 EC 192 134

Kail, Robert; Leonard, Laurence B.
Word-Finding Abilities in Language-Impaired Children: ASHA Monographs Number 25.
American Speech-Language-Hearing Association, Rockville, MD.
PUB DATE- Mar 86
NOTE- 47p.
AVAILABLE FROM- Publications Sales Office, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 ($12.00; $6.00 member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Early Childhood Education; Elementary Secondary Education; *Expressive Language; *Intervention; *Language Handicaps; *Vocabulary Development
IDENTIFIERS- *Work Finding Ability

Four samples of language-impaired and control children (N=233, ages from 4 to 14) participated in seven experiments to determine the specific conditions under which retrieval deficits play a role in language-impaired children's word finding problems. Experiments 1-5 dealt with recall, retrieval, and similarity judgments of words presented individually or in lists of words. Experiments 6 and 7 were concerned with naming of pictures and recall of words presented in larger and more meaningful linguistic contexts. Results provided little support for a retrieval deficit interpretation of the language-impaired children's poorer performance in the experiments. The language-impaired children recalled fewer words, and both named pictures and judged picture names more slowly than their same-age peers. However, like their peers, these children used item typicality, as well as superordinate category, semantic-syntactic, and textual information to guide retrieval. Results suggested limits in "elaboration" skills of the impaired children. Words, being less well known by language-impaired children, may be represented in a less elaborate form in semantic memory and it is this unelaborate representation of words that make accessing words difficult for language-impaired children. The findings suggest the utility of intervention approaches that provide children with a richer base of information about a word's meaning, use, and syntactic privileges of occurrence, and suggest caution in the use of approaches that teach children strategies for retrieval without providing information about the words to be retrieved. (Author/DB)

ED 280 277 FL 016 538

Devitt, Sean M.
Learning a Foreign Language through the Media. CLCS Occasional Paper No. 18.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE- 86
NOTE- 73p.; Newspaper article reprints contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advance Organizers; Class Activities; *Classroom Techniques; Cognitive Processes; Difficulty Level; Foreign Countries; Instructional Materials; Introductory Courses; Learning Activities; *Learning Processes; *Mass Media; Media Selection; Second Language Instruction; Second Language Learning; Student Attitudes; Student Role; *Writing Exercises

The use of mass media as a means of learning a foreign language from the beginning of language study is discussed. Using the media enables many of the features of the natural language acquisition process to be brought into play in a way that much current language teaching material does not. This position is supported by recent research into the processes of reading and listening. The paper also discusses some of the ways in which activities preceding or accompanying the use of media texts can make the texts accessible to a wide variety of learners, including beginners. Beginners can be helped not only to understand foreign language texts but also to create and edit their own texts at a relatively sophisticated level. This approach greatly enriches the comprehensible linguistic input while also reducing affective barriers to language learning. A practical exercise built around an Italian news story and using four newspaper articles and one radio broadcast transcript in Italian as the basis for a series of activities is appended. (Author/MSE)

ED 280 309 FL 016 574

Applications of Oral Proficiency Testing to Foreign Language Instruction.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 87

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiolingual Skills; Class Activities; Classroom Techniques; Communicative Competence (Languages); French; German; *Instructional Materials; *Language Proficiency; *Language Tests; *Material Development; *Media Adaptation; Oral Language; Second Language Instruction; Skill Development; Spanish; Teaching Guides; Tenses (Grammar); *Test Use; Verbal Tests; Vocabulary Development

A guide to the adaptation of oral proficiency testing for classroom language instruction contains excerpts of projects by participants in an American Council on the Teaching of Foreign Languages (ACTFL) workshop. The excerpts are examples of proficiency based curricula and materials designed to personalize instruction and simulate real-life situations for conversation and communicative practice. They include: proficiency guidelines for two levels of French instruction; vocabulary and questions developed for a unit on families and professions (French); drills focusing on students' personal experiences and activities (German); a list of first-year German functions and content based on ACTFL proficiency guidelines; an exercise in narration in past tense (Spanish); and role-play situations useful for a variety of languages. (MSE)

ED 280 324 HE 020 139

DeVore, Paul W.
Design and Development of Instructional Modules for Transportation Education and Development and Evaluation of Diffusion and Adoption Plan. Final Report.
West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Nov 86
NOTE- 41p.; For related documents, see HE 020 138-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adoption (Ideas); College Faculty; Diffusion (Communication); *Engineering Education; Evaluation Criteria; Field Tests; Higher Education; Innovation; *Instructional Materials; Linking Agents; Material Development; *Public Administration Education; Public Facilities; Questionnaires; Research Utilization; *Technology Transfer; Theory Practice Relationship; *Transportation; *Urban Planning

The background and objectives of the 1985-1986 Transportation Education Project of the Urban Mass Transportation Agency (UMTA) are discussed, along with project activities. The project was undertaken to transfer knowledge gained from federally-sponsored research and demonstrations to transit systems and to include the knowledge in college courses that deal with public transportation. In 1983 UMTA funded West Virginia University to develop instructional modules based on UMTA innovations in three areas: paratransit, market segmentation planning, and transportation brokerage. The modules are flexible and concept-based and were developed through extensive reviews and field tests by transportation educators and experts. Appendices include: a list of field reviewers and field tests of instructional modules and reviewers of the diffusion/adoption plan, a module field review questionnaire, a module field test questionnaire, a list of conferences and presentations by the project team in developing the diffusion/adoption plan, and the field review questionnaire for the plan. (SW)

Fernandez, Rosa

Enrollment in Colleges and Universities, Fall 1985. OERI Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-311B
PUB DATE- Feb 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; College Freshmen; *College Students; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; *National Surveys; Part Time Students; Private Colleges; Professional Education; Proprietary Schools; *Public Colleges; *Student Characteristics; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Higher Education General Information Survey

National data on fall 1985 enrollment in U.S. colleges and universities are presented, along with a narrative overview, based on the Higher Education General Information Survey's Fall Enrollment Survey. Information is presented on the percentage changes in enrollment from fall 1984 to fall 1985 for various types of institutions (public, private, private nonprofit, and private proprietary, with subcategories of university, other four-year, and two-year). Enrollment data are also provided by sex, full-time or part-time status, student level, and age group. Over 12.2 million students enrolled in U.S. colleges and universities in fall 1985; the majority (9.5 million) attended public institutions; compared with fall 1984 enrollment, enrollment in 1985 showed a slight increase at public institutions and a small decrease at private institutions. While the overall enrollment for fall 1985 showed little change from fall 1984, the enrollment of first-time freshmen continued to decline, reflecting the decline of the population of 18- to 19- year-olds. The decline was offset primarily by the increased participation of persons 35 years and older. (SW)

Frackmann, Edgar
The Emergence of Institutional Research and the Use of Microcomputers: New Roles for Institutional Researchers in Western Europe Higher Education Institutions. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Planning; *Computer Oriented Programs; Databases; Decision Making; Foreign Countries; Government School Relationship; *Higher Education; *Institutional Research; *Microcomputers; Political Influences; Technological Advancement
IDENTIFIERS- *AIR Forum; Europe; *West Germany

The use of computers by institutional researchers is considered, with a focus on West Germany and Europe. Two developmental stages concerning higher education's political and economic contexts and information technology are addressed, along with the emerging tasks of instititutional research in higher education, and the functioning of microcomputers as decentralized computing power. Databases at the institutional level and statistical databases on the state and federal level operate mainly for government decision-making. Institutional research in Germany does not mean self-study for strategic planning of an individual university. Stages of information technology (batch systems, the online-system, and microcomputers) are considered. New roles for institutional researchers in Germany are projected: to enhance institutional planning, policy formation, and decision-making; to manage information; to help the end-users at the operational and strategic levels use their computers; to promote empirical investigations and the use of databases by the institutional research office; and to automate offices within the university. (SW)

ED 280 411 HE 020 262

Broughton, Valerie J.
A Causal Analysis of Attrition at an Urban Non-Residential University. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *College Transfer Students; *Commuter Colleges; Higher Education; Models; *Nontraditional Students; *Predictor Variables; Student Attitudes; *Student Attrition; Student Characteristics; Student Experience; Two Year College Students; Urban Universities
IDENTIFIERS- *AIR Forum

The relationship between community college transfer students' experiences at an urban, doctoral-granting commuter university and their enrollment intentions was studied using Bean and Metzner's conceptual model of attrition for nontraditional students. Of 300 community college transfer students at a state-supported urban university who were contacted, 100 completed surveys. The students all aspired to at least a bachelors degree, half were older than 23 years old, and 60% were enrolled part-time. The model proposes that dropout decisions are based on six factors: academics, background, intent to leave, psychological, academic success, and environmental. Path coefficients were estimated by least squares regression procedures. The findings supported proposed paths between: background and academic variables, background and environmental variables, academic variables and academic outcomes, environmental variables and academic outcomes, and academic outcomes and intent. The data provided no evidence linking environmental variables to psychological variables. Implications of the results are addressed. (SW)

ED 280 439 IR 012 575

Zigerell, James J.
A Guide to Telecourses and Their Uses.
Coast Community Coll. District, Costa Mesa, Calif.
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Coast Community College District, Coast Telecourses, 11460 Warner Avenue, Fountain Valley, CA 92708-2597 ($12.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Distance Education; *Educational Administration; *Educational Planning; Higher Education; Instructional Effectiveness; Instructional Materials; Instructional Systems; Media Research; *Multimedia Instruction; Student Characteristics; *Student Needs; Telecommunications; *Telecourses

Designed primarily for use by potential users of telecourses produced by other institutions or production houses, this guide provides fundamental information on the design, use, and management of telecourses, and describes experiences of successful telecourse users. It is noted that this guide is also applicable to radio courses, and the introduction provides background information on telecommunications media as vehicles of instruction. Defining telecourses as instructional systems with interrelated parts, the first of eight chapters discusses the distinctive features of these systems and their components, including both printed materials and other media. The second chapter provides an overview of the characteristics of telecourse students and their needs, and research on telecourse effectiveness in meeting these needs. The advantages of telecourse use presented in the third chapter range from the extension of instructional services to cost effectiveness and cooperative ventures. Modes for the delivery of instruction described in the fourth chapter are broadcast and cable television, Instructional Television Fixed Service, videocassettes and computer-managed videodiscs, and audiocassettes. Highlights of the telecourse acquisition process described in the fifth chapter include needs assessment, selection, and curriculum approval. Telecourse management concerns are addressed in the sixth chapter, including overall organization and telecourse adaptation, while the seventh chapter focuses on the role of the administrator in planning ahead, enrolling students, and promoting telecourses. The concluding chapter considers the importance of top-level administrative commitment to successful telecourse utilization. A list of 17 acronyms is included. (DJR)

ED 280 465 IR 051 824

IFLA General Conference, 1986. Pre-Session Seminar, Kanasawa. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 31p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pre-session Seminar (52nd, Tokyo, Japan, August 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Developing Nations; Financial Problems; Foreign Countries; *Information Retrieval; *Information Transfer; International Organizations; Library Associations; Online Searching; Regional Cooperation; *Scientific and Technical Information
IDENTIFIERS- *Africa (Sub Sahara); *Bibliographic Data Bases; *Document Delivery

The two papers in this document were presented at a pre-session held before the IFLA general conference in 1986. In "Problems of Document Delivery in the Science and Technology Information Environment--An African View," Lucilda Hunter (Sierra Leone) discusses typical difficulties encountered in the process of information retrieval in sub-Saharan Africa and other Third World regions, including inadequate periodical collections, lack of photocopying facilities, difficulties of communication both within and between countries, unreliable postal services, lack of interlibrary lending machinery, and unreliable electricity, all due to severe financial constraints. A combination of regional cooperative arrangements and increased resource sharing with libraries from developed countries is proposed as a solution to these inadequacies. In "The Importance of Secondary Bibliographic Services in the Information Transfer Chain--Utilization of Bibliographic Databases," Makiko Miwa (Japan) examines the emergence, distribution process, number, and kinds of bibliographic databases, and discusses the status and skills of database searchers. It is concluded that information professionals should exert skills in creating information products and bibliographic databases as commodities in order to facilitate bibliographic information utilization, improve the quality of databases, promote the information transfer chain, and enhance the recognition of the library profession. (KM)

ED 280 480 IR 051 839

IFLA General Conference, 1986. Education and Research Division. Section: Library School and Other Training Aspects. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 60p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Continuing Education; *Developing Nations; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Information Science; International Organizations; Library Associations; *Library Education; Motivation; Questionnaires; *Technological Advancement

IDENTIFIERS- China

This document includes four papers on library school and other training aspects which were presented at the 1986 conference of the International Federation of Library Associations (IFLA). In "Meeting the Challenge of the High Tech Information Age--The Recent Development of Library and Information Science Education in the People's Republic of China," Weiming Li (Australia) describes the expansion of library schools and curricula to meet the challenge of training library and information personnel in new technologies. In "Motivation--The Illusive Link in Continuing Education," B. E. Sheldon (United States) discusses motivating administrators to encourage continuing education participation, motivating librarians to attend continuing education events, and developing continuing education activities that motivate people to learn and to change patterns of behavior. A questionnaire distributed to members of the audience prior to the presentation is included. "Preparing Librarians for the 21st Century--Implications for Third World Countries," by Rosa M. Vallejo (Philippines), considers the role of libraries in the information-based society of the future and the need for library education to concentrate on both traditional core subjects and the new field of information technology. Finally, in "The Impact of Technology on the Education and Training for Librarianship," Masanobu Fujikawa examines methods of incorporating information technology into the library education curriculum. (KM)

ED 280 536 JC 870 174

Allen, Johnny Mac

Cable Television: Strategic Marketing through Community Relationships.

PUB DATE- 15 Nov 86

NOTE- 13p.; Paper presented at the Annual Convention of the California Association of Community Colleges (57th, Anaheim, CA, November 14-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cable Television; Community Colleges; *Educational Television; *Institutional Advancement; *Marketing; Mass Media; Program Descriptions; Programing (Broadcast); Public Relations; School Business Relationship; *School Community Relationship; *Student Recruitment; Television Viewing; Two Year Colleges

IDENTIFIERS- *Miami Dade Community College FL

Miami-Dade Community College (MDCC) has its own cable television channel by lease agreement with Storer Communications, Inc., enabling the college to reach a potential viewership of more than 100,000 subscribers. The channel, which primarily broadcasts telecourses for long-distance learning and a "bulletin board" of campus activities and events, provided the catalyst for the South Campus's Community-Based Television Project. The intent of the project was to provide a forum for chambers of commerce, high schools, and civic clubs to "tell their story in their own words" to the members of the community at large. The programs developed by the groups ranged in content from drugs in the schools to local arts festivals. Most of the organizations opted to utilize their programs as part of recruitment efforts or to inform their members at large about various issues. A total of 26 programs were developed over a 3-day period, each containing two 30-second MDCC recruitment announcements. Since the completion of the 26 programs, several inquiries have been received regarding possible programming on other cable systems. The Community-Based Television Project has provided access to thousands of potential students and service users, a foundation for common partnerships with business and industry, and a sound foundation for building relationships and seeking fund-raising opportunities with civic groups. (LAL)

ED 280 550 JC 870 193

Khan, Fern J.
Educating Deaf Adults: The LaGuardia Community College Model. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); Career Planning; Community Colleges; *Continuing Education; Cooperative Education; *Counseling Services; *Deaf Interpreting; *Deafness; Interpreters; Needs Assessment; *Outreach Programs; Sign Language; *Special Education; Student Needs; Two Year College Students
IDENTIFIERS- *City University of New York; La Guardia Community College NY

A description is provided of the development, students, program offerings, personnel, and funding of LaGuardia Community College's (LCC) Continuing Education Programs for Deaf Adults (PDA). First, introductory material describes the postsecondary educational options available to deaf adults, and highlights the community college's emerging role as a major point of educational access for deaf and hard-of-hearing individuals. Next, background information on the LCC delivery model is provided, highlighting the uniqueness of LCC's use of staff fluent in American Sign Language and other communication modes to provide preparatory education, and academic and career counseling for deaf people, along with other key factors within the program's delivery system.) The next section looks at the results of LCC's assessments of the counseling and educational needs of deaf adults in 1975, and its survey of the continuing education needs of hearing-impaired adults in 1980. An overview of the growth of the PDA is presented next, including discussions of the use of the Telecommunication Device for the Deaf to provide college and community information; the importance of the assessment of a student's communication mode in providing appropriate interpreter services; and the development of individualized instructional approaches. After reviewing ways of creating favorable learning environments, the paper explains the sources of funding for the PDA program. Finally, concluding comments underscore the importance of ongoing evaluation and staff and college support. (LAL)

ED 280 220 EC 192 121

Arkava, Alan; Sterrett, Barbara
Colleges Offering Programs for Students with a Learning Disability.
Simsbury Public Schools, CT.
PUB DATE- 86
NOTE- 131p.
AVAILABLE FROM- Continuing Education Department, 754 Hopmeadow St., Simsbury, CT 06070 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; *College Students; Higher Education; *Learning Disabilities; *Special Education; *Student Personnel Services

This directory lists 62 colleges offering programs for learning disabled (LD) students. Each citation includes the following information: name, address and telephone number of the college; title of the LD program; additional costs; contact person; description of the ideal candidate for the program (intelligence quotient, need for support services, remedial instruction, etc.); admission criteria; specific services provided; extent of services; personnel available to students; orientation requirements; and modifications available to LD students (reduced course load, oral administration of tests, word processing, etc.). Twenty-eight colleges that do not have a formal program but do offer some services for LD students are listed (but without details on their services). (CB)

Osguthorpe, Russell T.; And Others
Handicapped Children as Tutors. Final Report (1985-86).
Brigham Young Univ., Provo, UT. David O. McKay Inst. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 20 Nov 86
NOTE- 165p.; For the 1983-84 final report, see ED 255 018; for the 1984-85 final report, see ED 267 545.
GRANT- 83000007
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Behavior Disorders; Cross Age Teaching; Elementary Secondary Education; *Learning Disabilities; Mainstreaming; *Mental Retardation; Peer Acceptance; *Peer Teaching; Research Projects; Sign Language; Special Education; Student Attitudes; *Tutoring
IDENTIFIERS- *Handicapped Children as Tutors (Project)

This final report presents eight papers resulting from research conducted during the third and final year of the "Handicapped Children as Tutors" project, which investigated effects of involving handicapped students as tutors of disabled and non-disabled elementary and secondary school students. Results of all the research showed significant positive effects of the tutoring experience on the academic achievement and social competence of tutors and tutees. Qualitative differences between cross-age tutoring and peer tutoring were observed. The titles and authors are: (1) "Handicapped Students as Tutors: A Description and Integration of Three Years of Research" (W. D. Eiserman et al.; (2) "The Effects of Reverse-Role Tutoring on the Social Acceptance of Behaviorally Disordered Students" (L. Shisler et al.); (3) "The Effects of Three Types of Tutoring on the Attitudes of Learning-Disabled Students and Their Regular Class Peers" (W. D. Eiserman and R. T. Osguthorpe); (4) "Peer Acceptance of Learning Disabled Elementary Students" (W. D. Eiserman et al.); (5) "The Effects of Reverse-Role Sign Language Tutoring on Communication Skills of Retarded Students" (S. G. Whited and R. T. Osguthorpe); (6) "The Effects of Reverse-Role Tutoring on the Attitudes of Regular Class Students toward Retarded Students" (S. G. Whited and R. T. Osguthorpe); (7) "Tutoring Interventions within Special Education Settings: A Comparison of Cross-Age and Peer Tutoring" (T. E. Scruggs and R. T. Osguthorpe); and (8) "Handicapped Students as Tutors" (S. B. Cook et al.). (CB)

ED 280 292 FL 016 553

Teitelbaum, Herbert; And Others
Changing Schools: The Language Minority Student in the Eighties.
Center for Applied Linguistics, Washington, D.C.
REPORT NO.- ISBN-0-87281-312-6
PUB DATE- 82
NOTE- 57p.; Out of print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education; Change Strategies; *Compliance (Legal); Educational History; Elementary Secondary Education; English (Second Language); Evaluation Criteria; Evaluation Methods; Federal Legislation; Instructional Development; Instructional Materials; Language Arts; Language Teachers; *Limited English Speaking; Minority Groups; *Personnel Management; *Program Design; School Districts; Second Language Instruction; *Student Evaluation; Teacher Education; Technical Assistance
IDENTIFIERS- *Content Area Teaching; Education Assistance Project

A monograph for school district personnel and education agencies presents a comprehensive plan to address the legal and administrative complexities of implementation of services for language minority students, particularly in bilingual education programs. The first section sketches federal involvement in bilingual education and related programs and outlines some of the responses from local education agencies. The second section discusses issues faced by providers of technical assistance in overcoming resistance to change. It looks at introducing bilingual education into a district, voluntary and mandated change, technical assistance centers, and the role of the technical assistance provider. Section three outlines and examines substantive options for school districts in program design, teacher training, and evaluation. Program design issues include district-wide bilingual education policy, program fragmentation, language arts instruction programs, entry and exit criteria, and content area instruction. Teacher and training issues include finding appropriate bilingual and English-as-a-second-language staff, bilingual materials, and inservice training program design. Evaluation issues include the potential advantages and problems evaluation poses, types of evaluation, creating effective evaluation, and data analysis and interpretation. (MSE)

ED 280 339 HE 020 154

Nursing Education: Trends 1980-1984.

New York State Education Dept., Albany. Office of the Professions.

PUB DATE- 84
NOTE- 100p.
AVAILABLE FROM- The University of the State of New York, State Education Department, Office of the Professions, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; Associate Degrees; Bachelors Degrees; College Admission; College Applicants; *College Faculty; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Educational Demand; *Enrollment Trends; Higher Education; Masters Degrees; Minority Groups; *Nursing Education; *State Surveys; Student Characteristics; Teacher Characteristics; Trend Analysis
IDENTIFIERS- *New York

Data on generic professional and practical nursing programs are provided for New York State for 1980-1984. Attention is directed to: the number of applications, the number of new students admitted, total program enrollment, graduations by type of program according to sex and racial/ethnic origin of students, the number of unfilled places, and the number of qualified applicants whom the program could not accommodate. Information is provided for programs awarding diplomas and for the following degree programs: associate, baccalaureate, generic master's, and doctoral. Included are statistics on the performance of first-time candidates, based on the National Council Licensure Examinations for registered nurses and practical nurses in New York State compared to nationwide mean scores. Information is also provided on the number of nurse faculty members by type of program and full-time/part-time status, and faculty members' racial/ethnic origin. The data are presented for 5-year periods where possible and by Regents Planning Regions to enable comparison of trends and regional differences. (SW)

ED 280 368 HE 020 184

The Class of 1984: Early Careers of Graduates from the Sixteen Campuses of the University of North Carolina.
North Carolina Univ., Chapel Hill.
PUB DATE- Oct 86
NOTE- 76p.
AVAILABLE FROM- University of North Carolina, P.O. Box 2688, Chapel Hill, NC 27514-2688.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Bachelors Degrees; *Career Choice; *College Graduates; Educational Background; *Employment Experience; Family Characteristics; *Graduate Study; Graduate Surveys; Higher Education; Institutional Research; Majors (Students); Questionnaires; Student Characteristics; *Student Experience; Student Financial Aid; Trend Analysis; Unemployment; Vocational Followup
IDENTIFIERS- *University of North Carolina

Descriptive data on the employment, socioeconomic backgrounds, educational aspirations, and college evaluations of 1984 baccalaureate graduates of the University of North Carolina (UNC) are presented for about 1 year after graduation. Graduates' characteristics are reported, including race, sex, parents' educational level, and income. Also covered are financial aid and indebtedness, major field of study, satisfaction with various aspects of their education, graduates' current activities, employed graduates' earnings, location of employment, and occupation and job satisfaction. For the 5% of the 1984 graduates who were unemployed at the time of the survey, reasons for their current joblessness are identified. For the 13% of the graduates continuing their education, information is provided on: program of study, location of institutions, source of income for financing education, undergraduate preparation, and anticipated employment. Finally, comparisons of data from 1974, 1979, and 1984 surveys are presented, along with a discussion of trends of UNC graduates over 10 years. Policy implications and suggestions for future research are also included, along with the questionnaire. (SW)

ED 280 426 HE 020 278

Moline, Arlett E.
Financial Aid and Student Persistence: An Application of Causal Modeling. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Class Rank; *Grade Point Average; Higher Education; Institutional Research; Models; *Path Analysis; *Predictor Variables; *Student Financial Aid
IDENTIFIERS- *AIR Forum

The influence of financial aid on college student persistence was studied using causal modeling. The study population was 227 full-time freshmen, who enrolled in fall 1982 at a liberal arts college at a large commuter institution. All the students received financial aid. The model, which included background and academic variables, accounted for 35% of the variance in persistence. Persistence was measured by credits completed over a 2-year period. Background variables that were included in the analysis were income, high school rank, Preliminary Scholastic Aptitude Test scores, sex, major, and home proximity. College environment variables were the total aid awarded, merit grants awarded, the percentage of package grants, and grade point average. Based on path analysis, significant variables that showed the largest total effects on persistence were grade point average and high school rank. Neither the total aid awarded nor the percentage of package grants showed significant effect on persistence. A reduced model, which was applied to a second data set to validate the model, accounted for 24% of the variance in student persistence. (Author/SW)

Satellite Telecommunications.
Council of Europe, Strasbourg (France).
PUB DATE- 86
NOTE- 25p.; Special section of Forum, a quarterly publication of the Council of Europe. Photographs may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Broadcast Industry; Broadcast Reception Equipment; Communications Satellites; Developed Nations; Foreign Countries; Mass Media; Public Television; *Radio; *Telecommunications; *Television
IDENTIFIERS- Balloons; Council of Europe (France); Europa TV; Independent Television

This issue of a quarterly publication of the Council of Europe covers aspects of the history, technology, policies, and impact of telecommunications in Europe, with an emphasis on European television. The following articles are included: (1) "Man and the World of Telecommunications" (Piet Stoffelen); (2) "The European Communications Satellite System" (Valerie David); (3) "Family Matters--The Birth of a Television Standard" (George Waters); (4) "Satellite Radio" (Thomas Alexanderson); (5) "Television by Satellite: Yes, But for Whom?" (Harald Wendelbo); (6) "Television: A Cultural Challenge" (Charles Imbert); (7) "The New Media: Complement or Competition?" (Francis Balle); (8) "Private Television/Public Television: The Debate" (Philippe Gavi); (9) "Private Television--A Challenge and a Necessity" (Josep Maria Casasus); (10) "Only Public Service Television Is Really 'Free'" (Marc Lecarpentier); (11) "Television and Advertising" (Paul de Win); (12) "Mass Media Unlimited: A Challenge to the Council of Europe" (Georg Springer); and (13) "Europa TV--The Real Thing from Hilversum" (Richard Dill). (MES)

Administrative Procedures and Guidelines for ERIC Clearinghouse Management.

Educational Resources Information Center (ED), Washington, DC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 83p.; "Compiled by Central ERIC Staff for the Guidance of the ERIC Clearinghouses."
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - General (130)
DESCRIPTORS- *Administrative Policy; Administrator Guides; Annual Reports; Budgets; *Clearinghouses; Contracts; Guidelines; Information Services; Personnel Management; Proposal Writing; Publications; Recordkeeping; Records (Forms); Statistical Data
IDENTIFIERS- *ERIC; Site Visits

This loose-leaf manual brings together in a single reference source all administrative requirements common to ERIC clearinghouse operations. Some contain relatively firm guidelines that should be followed closely; others contain more flexible guidelines and suggestions that, in their application, should be considered subject to the discretion of the individual clearinghouses. The manual is divided into nine sections: (1) "Introduction"; (2) "Management of Clearinghouse Operations," which covers processing, budget monitoring, major clearinghouse publications monitoring, record keeping, and system support groups; (3) "Personnel Management," which includes job descriptions, functional titles, and staff orientation; (4) "User Services," which covers extent of services, recommended materials, and form letters; (5) "Clearinghouse Publications," i.e., information analysis products (IAPs) and other major publications; (6) "Guidelines for Semiannual Reports," which covers management data, the statistical report, status report on major clearinghouse publications, involvement with professional organizations, and current "cutting edge" topics; (7) "Guidelines for Site Visits to ERIC Clearinghouses," which includes preparation by the clearinghouse for the site visit, conduct of the site visit, and post site visit actions; (8) "Guidelines for the Annual Review," which includes the presentation of the review and review material to government monitors; and (9) "Incremental Funding Requests," which covers requirements for submission, format of the request, business (line item) budget, and performance category budget. A list of ERIC-related acronyms and samples of various forms used by the ERIC clearinghouses are included. (BBM)

ED 280 565 PS 016 359

The Chairman's Report on Children in America: A Strategy for the 100th Congress. Volume II. Committee on Education and Labor, House of Representatives, 99th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Oct 86

NOTE- 121p.; Serial No. 99-U.; For volume I, see ED 276 527.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-01492-6, $3.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Childrens Rights; Community Involvement; *Education; *Employment; *Environment; Federal Legislation; *Federal Programs; Financial Support; *Health; Nutrition; Participant Characteristics; Program Descriptions

IDENTIFIERS- *Legislative History

This report, the second of two volumes, provides descriptions and legislative histories of Federal programs that affect the rights of children to education of high quality, opportunities for self-sufficiency, healthy bodies, and safe and liveable environments. Programs and related legislation are grouped under the headings of these four rights. Usually included in each program profile is information concerning program purpose and history, funding mechanisms, recipients who benefit, provisions for community involvement, and a summary of funding levels. Other information occasionally included concerns legislative proposals, services provided, eligibility, and payment mechanisms. While the list of programs described is not comprehensive, those included specifically address the rights every child should have. (RH)

ED 280 192 EA 019 316

Sweeney, R. Carol; Lindsey, Randall B.
Problem Solving: A Way to Operationalize the Supervision Process.
PUB DATE- 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of California School Administrators (San Francisco, CA, April 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Problems; Administrator Role; Counseling; Elementary Secondary Education; *Evaluation Utilization; Goal Orientation; *Interpersonal Communication; Interpersonal Competence; Performance; *Problem Solving; *School Supervision; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- Administrator Effectiveness

Problems in supervision stem from the reality that operationalizing supervision is not a cognitive state of mind, but one in the affective domain, contrary to most techniques. Administrators often discover that the interpersonal skills needed in facilitating change and dealing with resistance are not available. This paper outlines a process that energizes and empowers employees; it consists of four steps: (1) focusing--setting short- and long-term goals, an activity which incorporates role definition and clarification, behavioral objectives, and evaluation criteria; (2) coaching--providing expertise on how to improve and enhance a teaching technique through various processes; (3) counseling--providing opportunities for administrator and teacher to reflect on a particular lesson, to examine reasons for success, or to explore options to improve performance; and (4) evaluating--occurring at the end of the year whereby the problem-solving process is culminated. To operationalize this process, the use of the sensing interview is suggested to (1) diagnose the problem by listening to the employee, (2) acknowledge understanding, (3) explore options, and (4) respond. In this way, both evaluator and evaluatee are on the same side, without blame, and the employee is empowered to develop new skills, explore and change behaviors, and accept responsibility. Included are 28 references and 3 diagrams. (WTH)

Kinnick, Mary K.
A Return to the Heart of the Matter: Improving Instructional Program Quality in Postsecondary Education. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Educational Quality; Educational Research; Evaluation Criteria; Expectation; Feedback; Improvement Programs; Individualized Instruction; *Institutional Research; *Instructional Improvement; Learning Motivation; Learning Theories; Models; *Postsecondary Education; *Program Evaluation; Student Attitudes; Student Evaluation; Teaching Methods
IDENTIFIERS- *AIR Forum

Key concepts from theory and research on student learning are discussed, and a conceptual framework to promote the design of local instructional improvement efforts is presented. The objective is to advocate that institutional researchers focus more directly on the basic issues of teaching and learning and to suggest that improving instructional program quality will improve student learning. The framework identifies factors, or intervenors, that affect the type/amount of student learning as well as policies and programs that may affect these intervenors. Six intervenors are covered: student involvement, learning expectations, assessment and feedback, individualization, instructional methods, and content. The intervenors are used as criteria to review the quality of instructional programs. Three types of improvement strategies are considered: student input (e.g., admissions, financial aid), process (resources and curriculum), and outcomes. Examples of quality improvement strategies for each type of strategy are identified. Finally, six implications for institutional research focusing on student learning and local improvement efforts are identified, including: preparation and continuing education needs of practitioners, and a new role and focus for policy analysis. (SW)

IFLA General Conference, 1986. Special Libraries Division. Section: Science and Technology Libraries. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 88p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Developing Nations; Foreign Countries; *Information Centers; *Information Technology; International Organizations; Library Associations; *Library Facilities; *Online Systems; *Scientific and Technical Information; *Special Libraries; Videodisks
IDENTIFIERS- Japan; United Nations University (Japan)

Papers on science and technology libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Online Information Service of the Japan Information Center of Science and Technology" (Ryuko Igarashi, Japan); (2) "A View from the Chip--The Influence of Information Technologies on Libraries and Librarianship" (Pat Molholt, United States); (3) "Adumbrations on the Information Support Centre" (Allan Horton, Australia); (4) "The Influence of Information Technologies on Libraries and Librarianship--Ideas from Another Point of View" (Dieter Schmidmaier, East Germany); (5) "Cooperation between Representatives of Different Occupational Groups in Construction and Equipping of Technical Libraries in the 21st Century" (Dieter Schmidmaier, East Germany); (6) "The United Nations University Proposal for an Archive of Traditional Knowledge--Implications for Scientific Communities" (Walter Shearer, United Nations University, Japan); (7) "A Developing Country Response to Pat Molholt's 'A View from the Chip--The Influence of Information Technologies on Libraries and Librarianship'" (Syed Salim Agha, Malaysia); and (8) "Project Emperor-I: China's Treasure Revealed via Videodisc Technology" (Ching-chih Chen and Robert D. Stueart, United States). (KM)

ED 280 524 JC 870 158

Nussbaum, Thomas J.
Education Code Review: Delineation of Governance Functions.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 87
NOTE- 35p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Culver City, CA, Appendices are printed in small type on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Boards of Education; *College Administration; *Community Colleges; *Educational Legislation; *Governance; Governing Boards; *Government School Relationship; Policy Formation; State Legislation; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

A series of proposals is presented to create a system of governance for the California community colleges and to define the respective responsibilities of the state Board of Governors and local governing boards. First, background information is presented, underscoring the need to create a system with greater authority to govern. This section describes the extensive involvement of the legislature in current community college governance and policymaking, identifies obstacles which must be overcome in order to provide the system with greater authority to govern its own affairs, and summarizes the efforts of those within the system to reach agreement on the delineation of the respective roles of the Board of Governors and local governing boards. Finally, the draft delineating the new roles is presented in three sections. Section 1 creates the "California Community Colleges" as a postsecondary system consisting of local districts and a coordinating district, while sections 2 and 3 establish the responsibilities of the Board of Governors and district governing boards respectively. Appended are the sections of the 1969 Education Code which delineate functions of the Board of Governors, a summary of the 1976 education code provisions, and a proposal for improving community college governance based on the "coordinating district" concept. (LAL)

ED 280 180 EA 019 292

Measuring Changes in Salaries and Wages in Public Schools: 1987 Edition. ERS School Management Reference Series.

Educational Research Service, Arlington, Va.

PUB DATE- 87
NOTE- 41p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 218-00094; $32.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Analysis; Compensation (Remuneration); *Cost Indexes; Economic Change; Elementary Secondary Education; Public Education; *Salaries; *Salary Wage Differentials; School Personnel; *School Statistics; Statistical Data; Tables (Data); Teacher Salaries; Trend Analysis; Wages

The Composite Indicator of Changes (CIC) in average salaries and wages paid by public school systems is a statistical measure based on data collected and reported annually for 28 of 32 public employee positions that gauges and compares salary changes and analyzes salary trends in individual school systems, groups of school systems, and nationally. This report describes the development, computation, and use of the CIC and reports on salary and wage changes for the decade 1976-77 to 1986-87. Data are broken down showing change among groups of school personnel, among comparable school systems, and within economic indicators such as the Consumer Price Index. The six groups of school personnel compared are central office administrators, school building administrators, classroom teachers, auxiliary professional personnel, secretarial and clerical personnel, and other support personnel. School systems are grouped for comparison by enrollment. Instructions are provided illustrating (1) how to use the CIC to compare local school systems on the basis of state and national data and (2) changes over an extended period. Included are 12 tables, 9 figures, 6 references, and 3 appendices with worksheets for developing local data. (WTH)

Foster, Herbert L., Ed.
The Forum, Volume 12, Numbers 1-3, Winter, Spring, Fall, 1986.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

PUB DATE- 86
NOTE- 77p.
AVAILABLE FROM- The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Career Education; Computer Software; Computer Uses in Education; *Disabilities; *Early Childhood Education; *Educational Technology; Elementary Secondary Education; Equal Education; Interdisciplinary Approach; Intervention; Limited English Speaking; *Migrant Education; Migrant Youth; Parent School Relationship; *Special Education; State Programs; Word Processing
IDENTIFIERS- *New York

Three issues of "The Forum," a publication of the New York State Federation of Chapters of the Council for Exceptional Children, feature articles on the topics of technology in special education, early childhood special education in New York, and education of migrant handicapped youth. Titles and authors of articles include: (1) "Technology in Special Education in New York State: A Report of a Survey of Programs for the Handicapped" (J. E. Fleischner); (2) "Word Processing for the Learning Disabled: Instructional Considerations" (J. P. Luchow and M. White-Edgar); (3) "Examination of Evaluation Criteria Used to Judge Courseware by Both Special and General Educators" (M. M. Sayer); (4) "The Equalizer-Technology for the Low Incidence Child" (M. S. Singer and M. E. Foley-McInerney); (5) "Early Childhood Special Education in New York State: A Historical Perspective" (F. P. Connor and A. D. Andelman); (6) "Securing Services for Young Children with Handicapping Conditions" (L. C. Gloeckler); (7) "The Status of Preschool Special Education in New York State" (L. C. Gloeckler); (8) "Developing Quality Early Intervention Programs--Suggestions for the Practitioner" (A. L. Toole); (9) "Early Childhood Special Education Professions: A Look at Competencies of Practitioners" (R. F. Gold and P. W. Lazarus); (10) "Parents and Preschool Programs" (J. S. Bloch); (11) "The Interdisciplinary Educational Team" (M. Seitz); (12) "Advocacy for Access and Equity Is 'Special Education' for Migrants" (B. Martinage); (13) "Assessing the Language Skills of Limited English Proficient (LEP) Migrant Handicapped Students" (C. Coballes-Vega and S. J. Salend); (14) "The Migrant Parent-Tutorial-Project Benefits Migrant Handicapped Pre-School Children" (P. A. Ward); (15) "Career Education for Migrant Handicapped Youth" (M. H. Taylor and I. M. Pitts); (16) "The Warwick Valley Migrant Education Program" (A. L. Hershman); and (17) "A Migrant Student's Plea" (B. Martinage). (CB)

ED 280 221 EC 192 122

Russell, Fay F.; And Others
Interdisciplinary Early Intervention for Developmentally Delayed Infants and Young Children: A Family-Oriented Approach.
Tennessee Univ., Memphis. Child Development Center.
REPORT NO.- R07-3975-90-001-86
PUB DATE- Oct 85
NOTE- 141p.
AVAILABLE FROM- University of Tennessee Center for Health Sciences, 711 Jefferson Ave., Memphis, TN 38105 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Case Studies; Child Development Centers; *Developmental Disabilities; *Family Involvement; Infants; *Intervention; Nutrition; Preschool Education; *Program Development; *Teaching Methods; Young Children
IDENTIFIERS- *Early Intervention

Intended to help developers of early intervention programs for children with developmental disabilities, the book provides philosophy, methods, and procedures based on experiences of the Child Development Center of the University of Tennessee Center for Health Sciences. The first section presents a program description including information on program philosophy, the target population, composition of the program team, and the program's facility and schedule. The second section describes sample intervention activities for the following areas of child development: sensory, somatosensory, and vestibular systems; self-help skills; social skills; behavior management; gross motor skills; fine motor skills; oral motor development; language skills; health care; nutrition; daily routine; play and toys; and music. The third section is on family involvement with discussion of parent therapy groups, sibling therapy groups, and grandparent/extended family support groups. The last section provides three case studies of children served by the program. Appendixes include the "Gesell Motor Development Scale: Physical Therapy Evaluation," forms for recording data for nutritional follow-up; and an outline of the nutritionist's role in early intervention. A list of additional reading concludes the document. (DB)

ED 280 234 EC 192 135

Belmont, Lillian
The International Pilot Study of Severe Childhood Disability. Final Report: Screening for Severe Mental Retardation in Developing Countries.
Bishop Bekkers Foundation, Utrecht (Netherlands).; Bishop Bekkers Inst., Utrecht (Netherlands).
PUB DATE- Dec 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Handicap Identification; Incidence; *Questionnaires; *Screening Tests; *Severe Mental Retardation; Surveys; *Test Validity; Young Children

The final report of the 5-year International Pilot Study of Severe Childhood Disability outlines findings concerning the prevalence of severe mental retardation in nine developing countries: Bangladesh, Brazil, India, Malaysia, Nepal, Pakistan (Karachi and Lahore), the Philippines, Sri Lanka, and Zambia. The study attempted to determine the feasibility of identifying children with severe mental retardation and other disabling conditions by means of short questionnaires accomplished in a house-to-house survey. The survey was followed by professional examination of children who screened positive and a small random sample of children who screened negative. The professional diagnosis of severe mental retardation was the criterion against which the screening questionnaires were validated. Two screening questionnaires were developed and used at all sites. At each site approximately 1,000 children (ages 3-9) were screened. It was concluded that the short (10 questions) questionnaire was an adequate screening instrument identifying

about 10% to 30% of children for more detailed evaluation including virtually all severely mentally retarded children. Recommendations included the further development of professional assessment procedures and the integration of the screening program with rehabilitation or intervention measures. (DB)

ED 280 278 FL 016 539

Crane-Fisk, Carolyn
Foreign Language Instruction Within a Montessori Environment.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (20th, Dallas, TX, November 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Course Descriptions; Course Objectives; *Curriculum Design; Elementary Education; Elementary Secondary Education; *French; Immersion Programs; Individualized Instruction; Junior High School Students; *Montessori Method; Preschool Education; Second Language Instruction; *Second Language Programs; Young Children
IDENTIFIERS- *Lake Country School MN

A French language program used in a Montessori school with children in preschool through junior high grades is described. The program provides language instruction in the classroom by a French specialist as well as separate French classes, a compromise between immersion and the Montessori methodology. The children are able to work independently with French-related materials in their own classrooms at any time, and individual help is also available. French instruction begins when children enter the school at age two and a half and establishes vocabulary and language interest at an early age. The curriculum is participatory and includes grammar instruction. At the junior high school level, students enter either an accelerated French program, grammar-intensive and writing-oriented, or an advanced beginning level focusing on grammar basics and spelling. Special student projects also allow language learning to be expanded beyond the classroom. A curriculum outline and list of expectations is appended. (MSE)

ED 280 310 FL 016 575

Wing, Barbara H.; Mayewski, Sandi F.

Oral Proficiency Testing in College-Level Foreign Language Programs. A Handbook for Foreign Language Departments.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 36p.
GRANT- G008201400
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; *College Second Language Programs; Communication Skills; Curriculum Development; Departments; Evaluation Methods; Feasibility Studies; Higher Education; *Language Proficiency; Language Skills; *Language Tests; *Rating Scales; Second Language Instruction; Teaching Guides; *Test Use; Verbal Tests
IDENTIFIERS- American Council on the Teaching of Foreign Langs; Educational Testing Service; Interagency Language Roundtable; *Oral Proficiency Testing

A handbook designed to acquaint college and university language departments with recent developments in oral proficiency testing gives an overview of the rationale, development, procedures, and implications of oral proficiency evaluation. The discussion is placed in the context of college and university language teaching. An overview section defines oral proficiency testing, looks at its importance in the academic setting, and outlines recent developments. A second section describes the oral proficiency evaluation process as outlined by the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS). The third section describes the academic uses of the ACTFL/ETS process, and the fourth section discusses the process' implications for curriculum development, specific courses, teaching techniques, and testing the other skills. The handbook also reports the results of a study concerning the feasibility of incorporating oral proficiency testing in college-level foreign language courses. The oral proficiency scales developed by the Interagency Language Roundtable and by ACTFL/ETS are appended. (MSE)

Wright, Peter H.
Market Segmentation: An Instructional Module.
West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Dec 85
NOTE- 130p.; For related documents, see HE 020 138-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adoption (Ideas); *College Instruction; Engineering Education; Graduate Study; Higher Education; Innovation; *Instructional Materials; *Marketing; *Needs Assessment; Public Administration Education; Public Facilities; Research Utilization; Technology Transfer; Theory Practice Relationship; *Transportation; Undergraduate Study; Urban Planning; *Use Studies

A concept-based introduction to market segmentation is provided in this instructional module for undergraduate and graduate transportation-related courses. The material can be used in many disciplines including engineering, business, marketing, and technology. The concept of market segmentation is primarily a transportation planning technique by which the needs of a specific locale or population are systematically determined and compared to existing services within the same locale to identify unmet transportation needs. The unmet needs are used as the basis for targeting new or modified services. A series of steps for segmenting a region or population are outlined, and problems and issues that arise throughout the process are discussed. To illustrate the market segmentation approach, characteristics of various segments (e.g., commuters, transportation handicapped) are discussed, as well as major issues involved in transportation for different groups. Identifying market segments and their needs often involves data collection from various sources, including regional/local planning data and social service agencies. To assess existing services, operational characteristics may be studied as well as cost effectiveness measures. An eight-page bibliography is appended. (SW)

Porter, Oscar F.
A Comparative Analysis of the Characteristics of Private Black College Freshmen: Implications for the Future of Black Leadership in America.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- Feb 87
NOTE- 8p.; Reprint from "Inroads," August/September 1986.
AVAILABLE FROM- United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Academic Aspiration; *Black Colleges; Black Students; *College Freshmen; College Preparation; Comparative Analysis; Educational Background; Enrollment Influences; Family Characteristics; Family Income; Financial Needs; Higher Education; National Norms; Occupational Aspiration; *Private Colleges; *Student Attitudes; *Student Characteristics; Trend Analysis; Values
IDENTIFIERS- Cooperative Institutional Research Program

The characteristics and experiences of college freshmen who entered private black colleges in 1976 and 1985 were compared, based on data from the Cooperative Institutional Research Program's "The American Freshman: National Norms." Attention was focused on socioeconomic status (SES), academic preparation and confidence, reasons for attending college, financing an education, majors and careers, and important objectives and values. Findings include: the typical private historically-black college and university freshman had higher SES than the 1976 freshman; the percentage of 1985 freshmen with high school grade point averages of "B" or higher was significantly lower than their 1976 counterparts; the 1976 group of black freshmen had a greater concern about financing college than the 1985 group; business had increased significantly as a major and as a career expectation, and there has been a major revival of interest in engineering; for the 1985 group, the most important life object was to be well-off financially; and belief in personal popularity, leadership ability, and social self-confidence showed considerable growth since 1976. (SW)

ED 280 397 HE 020 248

Liebmann, Jeffrey D.
Non-Academic Employees in Higher Education: A Historical Overview. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Employment Patterns; Foreign Countries; *Higher Education; Institutional Research; *Nonprofessional Personnel; *Paraprofessional Personnel; Personnel Management; *Professional Personnel; *School Personnel; Staff Utilization
IDENTIFIERS- *AIR Forum

The history of nonacademic staff in Western European and U.S. colleges is traced, and employment patterns at one major research university since 1924 are examined, since nonacademic personnel management is one concern of institutional researchers. Nonacademic staff are categorized as follows: professional nonfaculty, clerical/secretarial, technical paraprofessional, skilled crafts, and service/maintenance. A change in the employment structure of U.S. colleges in the late 1960s is attributed in part to a rise in scientific research and instruction, a concern for the well-being of students, and changes in business technology. The case study university created a nonacademic personnel office unit in 1956 when the most significant increase in nonacademic staff seemed to be for library and research staff and for laboratory and research technicians. By 1984 the most significant increase was for nonacademic professional staff, which represented nearly half the total nonacademic employees. Secretaries and clerical employees account for the largest single body of nonacademic employees. Today, the percentage of nonacademic staff is almost equal to the percentage of faculty. (SW)

ED 280 412 HE 020 263

Winstead, Philip C.; Ruff, Dan G.

The Evolution of Institutional Planning Models in Higher Education. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 42p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Planning; Delphi Technique; Futures (of Society); Higher Education; Institutional Research; Long Range Planning; Management by Objectives; Master Plans; *Models; Planning; *Program Budgeting; Program Evaluation; Quality Circles
IDENTIFIERS- *AIR Forum; Strategic Planning; Zero Base Budgeting

The evolution of the "planning process" from the 1940s to the present is considered, especially as it relates to higher education. It was hypothesized that institutional planning has experienced historical evolution: new planning innovations over the years have added to the existing institutional planning knowledge base. A literature review revealed 14 planning innovations that have generally been incorporated into successive planning models. Each innovation was evaluated on the basis of comprehensiveness, usefulness, endurance, and whether or not the innovation produced an added dimension that became a basic principle or underlying concept in successive planning models. For each innovation, information is provided on the background, the time periods it was most popular, and implications for higher education. The innovations are as follows: planning, organizing, staffing, directing, coordinating, reporting, and budgeting (POSDCORB); formal planning; long-range planning; master planning; contingency planning; systematic planning; program planning and budgeting systems; program evaluation review technique; management by objectives; Delphi studies; zero-based budgeting; futures research; quality circles; and strategic planning. Seven pages of references are provided as well as 14 appendixes giving a one-page summary for each of the planning innovations. (SW)

ED 280 427 HE 020 279

Taylor, Bryan J. R.; Taylor, Elizabeth A.
Planning Responses to Demographic Change. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; College Planning; *Declining Enrollment; Engineers; *Enrollment Projections; Foreign Countries; Higher Education; Labor Force Development; *Labor Supply; Population Trends; Predictive Measurement; *Student Recruitment
IDENTIFIERS- *AIR Forum; *Great Britain

A method for forecasting the number of college graduates in the United Kingdom is described, and suggestions are offered about ways that society should react to influence declining enrollments and potential reductions in technologically skilled graduates. Consideration is given to the implications of recruiting noncollege-bound individuals to pursue college studies in specific fields to help relieve shortfalls of workers. The college student recruitment and reporting process used in the United Kingdom is explained, and the specific case of eligible students versus entrants in the field of electrical and electronic engineering in Great Britain universities is addressed. The importance of anticipating demands for engineers is emphasized. It is noted that the problem for industry is the long lead times involved: the attractiveness of employment in a field such as engineering should be demonstrated at least 4 to 6 years in advance of labor needs. (SW)

ED 280 481 IR 051 840

IFLA General Conference, 1986. Education and Research Division. Section: RT of Editors of Library Journals. Paper.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Electronic Publishing; Foreign Countries; *Information Technology; International Organizations; Library Associations; Publishing Industry; *Technological Advancement
IDENTIFIERS- Japan

Presented as part of a roundtable discussion by editors of library journals at the 1986 International Federation of Library Associations (IFLA) conference, "Electronic Publishing," by Hirokazu Iwata of Japan, discusses Dai Nippon Printing's response to new media and electronic publishing. Various aspects of the computerized processing and communication of published material are considered, including the diminishing rate of growth of the publishing industry, the development of the Computerized Typesetting System, and current advances in technology. It is concluded that, as the technology of electronic publishing becomes increasingly sophisticated, it will probably become common practice for data services to convert large quantities of data input into printed material. (KM)

ED 280 537 JC 870 175

Cross, K. Patricia
Teaching "For" Learning.
PUB DATE- 12 Feb 87
NOTE- 23p.; Paper presented at the North Carolina State University Centennial Year Provost's Forum (Raleigh, NC, February 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Educational Change; *Instructional Improvement; Learning; Learning Processes; Postsecondary Education; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation; *Teaching Skills; *Undergraduate Study

The 30 or more major educational reform reports that have appeared since "A Nation at Risk" are in solid agreement that public education falls short of excellence. While suggestions for reform in elementary/secondary education have focused on teaching, in colleges and universities the emphasis has been more on curriculum than instruction. However, achieving excellence in postsecondary education requires an understanding of what teachers can do to cause learning. Major findings from research on teacher effectiveness can be distilled into three conclusions: (1) when students are actively involved in the learning task they learn more than when they are passive recipients of instruction; (2) students generally learn what they practice; therefore, time engaged in learning should be related to desired instructional outcomes; and (3) if teachers set high but attainable goals, academic performance usually rises to meet expectations. Though years of research confirm that these factors are significant to student learning, researchers consistently find that such common sense practices do not exist in college classrooms. Many educators feel that assessment is the route to attaining quality in undergraduate education; however, in most states the necessary links between assessment and instruction have yet to be forged. Several methods for improving these links have been proposed, including classroom research, whereby teachers evaluate the effectiveness of their own teaching; the use of a Teaching Goals Inventory to help teachers determine whether their instructional practices are accomplishing their instructional goals; and the development of various feedback devices to be used throughout the term to determine whether students are learning what instructors are trying to teach. (LAL)

ED 280 551 JC 870 194

Illinois Community College Board Eleventh Biennial Report, 1985-86.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Community Colleges; *Educational Finance; Educational Legislation; Enrollment Trends; *Governance; State Agencies; *State Aid; State Legislation; State Surveys; Statewide Planning; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Illinois

An overview is provided of the governance, organization, enrollment, programs, finances, facilities, and significant activities and areas of concern of Illinois' public community colleges. The report begins by describing the organization of the system of 39 districts comprised of 50 colleges and 5 branch campuses. The next section deals with enrollment, pointing out that approximately 50% of all students in undergraduate higher education in Illinois are enrolled in community colleges; and that while overall enrollments decreased in fiscal year 1986, enrollments in occupational, vocational, and adult basic, secondary, and remedial programs increased. The next section focuses on college programs, highlighting the continuation in the increase in the number of occupational curricula offered by the colleges. Next, information on revenue sources is provided, including data on the five current state grants (i.e., credit hour, equalization, disadvantaged student, economic development, and advanced technology equipment grants). After discussing issues related to the construction or remodeling of permanent facilities, the report provides a summary of significant legislation affecting community colleges. Next, major activities of the Illinois Community College Board (ICCB) are discussed in the areas of access to labor market information; minority representation; transfer research; external evaluation of

the ICCB recognition process; grants; protection, health, and safety projects; articulation with the Illinois State Board of Education; and admission criteria for transfer programs. Finally, areas of concern are discussed. (EJV)

ED 280 566   PS 016 363

Wright, June L.; Church, Marilyn J.
The Evolution of an Effective Home-School Microcomputer Connection.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at a Working Conference on "The Computer in the Home: Its Challenge to Education" (Interlaken, Switzerland, April, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Equal Education; Home Programs; *Microcomputers; Models; *Parent Attitudes; *Parent Participation; *Preschool Children; Preschool Education; Program Descriptions; School Community Programs; Workshops
IDENTIFIERS- *Computer Discovery Project; *Parent as a Teacher; Software Evaluation

A model of parent involvement in computer education is discussed in relation to activities of the Computer Discovery Project at the Center for Young Children, University of Maryland. Content focuses on parents' attitudes and concerns about the use of microcomputers in educational settings. Growth in parents' involvement with computers is documented and is reported to be largely due to a policy allowing parents to take microcomputers and software home over weekends. In addition, the design of a research project to assess parents' evaluation of software is described. Pilot study findings have indicated that opinions of parents vary widely on the value of each piece of software used and that preferences for particular programs are evident. Concluding remarks describe other school/community outreach programs, including (1) the Community-Classroom Computer Connection Program, which emphasizes the need to coordinate the use of home technologies with school activities and goals; and (2) the "Playing to Win" project, which offers computer experience at correctional facilities, public libraries, and to parents and children living in lower socioeconomic housing in East Harlem. (RH)

ED 280 249 EC 192 403

Patton, Sarah L.
The Mentor Project: Involving Handicapped Employees in the Transition of Handicapped Youth from School to Work. Final Report.
Russell (Harold) and Associates, Inc., Waltham, Mass.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 22 Feb 85
NOTE- 46p.
CONTRACT- 300-84-0175
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Mentors; Models; Postsecondary Education; Program Proposals; *School Business Relationship; Secondary Education; *Transitional Programs; *Vocational Adjustment; Vocational Education
IDENTIFIERS- Massachusetts; *Mentor Project

This final report describes the goals and activities of the Mentor Project, a feasibility study involving the use of handicapped employees as mentors to assist handicapped youth to make the transition from school to work. The first section details the context of the study, including the project's conception of the mentor experience, a review of vocational programming in Massachusetts, and considerations for research. Section II briefly outlines the technical objectives, involving the development of models for using successfully employed disabled workers as mentors; integrating special education, vocational rehabilitation, and vocational education resources; and utilizing industry volunteers in inservice training of vocational rehabilitation, special education, and vocational education staff. The third section details study methods and activities, including development of selection criteria, conduct of a needs assessment, interviews with industry personnel and service providers, and decisions concerning an advisory committee. Section IV provides information on the school needs assessment conducted at two comprehensive high schools, a technical high school, and a bi-county collaborative service program. Interviews with eight companies representing the area industries are described in the fifth section, and interviews with 19 service providing agencies are discussed in the sixth section. The final section concludes that the positive findings of the feasibility study support the development of a demonstration mentor model program. Appendices provide a brief description of the proposed mentor model, the questionnaire used in interviews with schools, and lists of the companies and service agencies interviewed. (CB)

ED 280 262 FL 016 109

Shimatani, Hiroshi
The Use of Small Group Work in the ESL/EFL Classroom: Theoretical Basis and Some Suggestions for Practical Application.
PUB DATE- 86
NOTE- 28p.; Part of a master's thesis, Michigan State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Organization; Classroom Techniques; *Educational Theories; *English (Second Language); Feedback; Females; *Group Dynamics; *Group Membership; *Learning Theories; Males; Program Effectiveness; Second Language Instruction; Second Language Learning; *Small Group Instruction; Student Role; Teacher Role

In English as a second language/English as a foreign language classrooms where teacher-fronted instruction is still the norm, small group work tends to be avoided because conversational activities among nonnative speakers are generally thought to be of little use. The validity of small-group work among nonnative speakers is defended with both pedagogical claims and recent second language acquisition theories and research findings obtained inside and outside the classroom. In addition, variables that affect successful small group performance are discussed in these contexts: (1) the role of the teacher, (2) the role of the leaders, (3) the formation of groups, and (4) the sex composition of groups. Also, an ideal organization of small group work is suggested. Finally, the ways in which currently available techniques can be incorporated into the traditional classroom are demonstrated. (Author/MSE)

ED 280 293 FL 016 554

Grala, Maria; And Others
Improving Your Language Learning: Strategies for Peace Corps Volunteers.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cognitive Style; Communication Apprehension; Diaries; *Discovery Learning; Error Analysis (Language); Experiential Learning; *Independent Study; Individualized Instruction; *Intercultural Communication; Languages for Special Purposes; *Learning Strategies; Mnemonics; Second Language Learning; *Second Languages; Technical Assistance; Volunteers
IDENTIFIERS- *Peace Corps

A handbook for Peace Corps volunteers gives ideas and suggestions for improving second language learning. Chapter one answers some of the most common questions about learning foreign languages, including the best age and means for language learning, avoiding mistakes, dealing with the inability to understand a message, the time needed to master the language, what makes some learners more successful than others, and strategies for learning languages. Chapter two outlines basic strategies used by successful language learners to manage their learning, such as experimenting with the language, recognizing and learning from errors, evaluating progress, and self-encouragement. Ways to organize language learning, including setting goals, deciding on skills priorities, keeping a notebook, scheduling learning, and focusing attention, are the subjects of chapter three. Chapter four gives helpful hints on how to retain vocabulary, grammar, and concepts in a new language. The fifth chapter covers strategies for learning with an instructor or by independent study, and the final chapter presents ways to continue learning the language in specific situations on the job. (Author/MSE)

ED 280 340 HE 020 155

Dukes, Carlton W.
The Necessity of Training before Education: The Fingertip Effect and Learning as Related to Teaching Computer Skills to Faculty.
PUB DATE- Jan 86
NOTE- 12p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; Computer Literacy; *Computer Science Education; *Faculty Development; Higher Education; *Knowledge Level; Learning Theories; Sequential Approach; *Skill Development

Teaching college faculty the principles and applications of computers for computer-based instruction (CBI) in workshops or classrooms is discussed, along with implications of establishing an ongoing program based on sequential levels of knowledge acquisition. Five hierarchical categories for the acquisition of knowledge, based on a model by Hubert Dreyfus, are described: (1) the rule-bound neophyte; (2) the functional operators who have rules memorized by respective functional tasks; (3) the competent systems users who have learned the rules and consult them only for unusual situations; (4) proficient systems developers who are capable of modifying the rules to suit their own purposes; and (5) the expert systems creators. The Project Zero/Harvard Model of learning information processing technology (IPT) is also considered. A computer knowledge acquisition program for faculty is proposed that involves: an organized curriculum to teach according to a sequential model of training; an adequate delivery system, and the immediate availability of a microcomputer. A program outline for teaching IPT to faculty is included. (SW)

ED 280 369   HE 020 185

Abraham, Ansley A., Jr.
A Report on College-Level Remedial/Developmental Programs in SREB States.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; *College Freshmen; Credit Courses; *Developmental Studies Programs; Educational Policy; Educational Testing; Enrollment Trends; *Evaluation Criteria; Geographic Regions; Higher Education; *High Risk Students; Institutional Characteristics; Program Evaluation; Questionnaires; *Remedial Programs; Student Evaluation; *Student Placement; Two Year Colleges
IDENTIFIERS- Southern Regional Education Board; *United States (South)

Remedial and developmental programs at two-year and four-year colleges in states belonging to the Southern Regional Education Board (SREB) were studied, along with placement standards for degree-credit, college-level work in SREB states and institutions. These programs, courses, and activities were designed specifically for first-time entering students who lack minimum reading, writing, oral communication, mathematical, or study skills; and/or other basic skills necessary to do freshman-level college work. The investigation covered: background and demographic information about each institution; admissions criteria; extensiveness of remedial programs; and institutional evaluation activities of these programs. Specific information was gathered concerning policy/organization, criteria used to place students in remedial/developmental programs, the size of remedial enrollment, levels of courses offered, and exit criteria for remedial courses. Over 80% of the 404 survey respondents had written policies to govern remedial/developmental placement, and two-year colleges were almost twice as likely to have policies than four-year institutions. The questionnaire is appended. (SW)

ED 280 383 HE 020 234

Yost, Michael, Jr.; Chino, Laney
An Economically Driven Enrollment Projections Model. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgets; College Admission; *College Students; *Economic Factors; *Enrollment Projections; Full Time Students; Graduate Students; Higher Education; Income; Institutional Research; Longitudinal Studies; *Models; Part Time Students; School Funds; Student Costs; *Tuition; Undergraduate Students
IDENTIFIERS- *AIR Forum

An admissions/enrollment model was developed using 5 years of data on undergraduate and graduate enrollment, admissions, budget and tuition revenues, and anticipated tuition costs. The model produced estimates of admissions and enrollment numbers required to meet projected increases in the institutional budget. Using a variation of the Markov Model, the model was developed with Lotus Symphony. A menu-driven spreadsheet program was used to develop transitional probabilities. After calculating the projected graduate/undergraduate tuition revenues required in each semester to meet the projected education and general budget and tuition revenue increases, the headcount and full-time equivalent undergraduate and graduate enrollments required to meet these revenue requirements were calculated. The enrollment projections were obtained using full-time and part-time enrollment ratios, projected tuition costs, and the average number of credit hours taken by part-time students. The accuracy of predicting the overall graduate/undergraduate enrollment was within 2%; the enrollment by year in school averaged 4% and was not larger than 10%; and the number of admissions applications, acceptances, and deposits averaged 5%. (SW)

ED 280 440 IR 012 576

Cicchelli, Jerry J.; Richards, Edgar L.
The Implementation and Preliminary Results of an Action Research Project in the Mahopac Schools.
PUB DATE- 83
NOTE- 10p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; *Computer Literacy; Curriculum Development; *Learning Activities; *Microcomputers; Naturalistic Observation; Primary Education; *Student Behavior; *Teacher Behavior
IDENTIFIERS- *LOGO Programing Language

This 3-month investigation of changes in teaching and learning behaviors as microcomputers and computer literacy are integrated into the curriculum involved nine primary teachers (Mahopac Central School District, New York) in grades 1 to 3, who had received training in the use of microcomputers and in Logo. Each teacher implemented the same computer literacy program, but the number of microcomputers per classroom varied from one to four for each grade level. Data were collected by administrators and the Director of Computer Education, who observed teachers and students and recorded 15 agreed-upon classroom behaviors in standard written format. Selected preliminary findings indicate the following: some students preferred directed learning experiences with the computer while others preferred to experiment on their own; students mastered the Logo programming objectives faster than expected; students preferred to be helped by other students rather than by teachers; students in grades 2 and 3 preferred to work with the computer independently rather than in pairs; computer work in grade 3 increased student on-task behavior; hyperactive students engaged themselves attentively with the computer; and the use of synthesized speech in reading CAI software appears to aid word recognition among slower students in the first grade. Although one computer in a classroom was found to be insufficient for class needs, none of the student behaviors observed was found to be related to a specific number of microcomputers in the classroom. Twelve references are provided. (DJR)

Waniewicz, Ignacy
The Use of Computer-Managed Learning for Media-Based Informal Adult Learning.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
PUB DATE- Feb 84
NOTE- 37p.; Appendixes contain some faint/broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Child Rearing; Computer Assisted Instruction; *Computer Managed Instruction; Course Content; Developed Nations; *Educational Television; Environmental Education; Foreign Countries; Health Education; Instructional Design; Microcomputers; Music Appreciation; Needs Assessment; Systems Development; *Telecourses
IDENTIFIERS- Canada; Response System with Variable Prescriptions; *TVOntario

TVOntario, the television network operated by the Ontario Educational Communications Authority, has been utilizing computer managed learning (CML) in its support of television-based nonformal adult learning projects since 1980. Three of these projects, or academies, have been offered on the topics of health and environment, music and musicians, and parenting. Each of these academies consists of high-quality television programs, specially designed print materials, and the computer managed learning system known as RSVP (Response System with Variable Prescriptions). These three elements in combination allow adults to undertake the academies as self-directed learning projects geared to their level of need. The RSVP system encompasses nine computer programs offering both instructional and management services, which include scoring learners' responses to individualized feedback on their performance, assessment of their comprehension, and diagnosis of learner difficulties. TVOntario makes a major contribution to formal education by cooperating with and supporting the teaching programs and curricula of schools, colleges, and universities in the province. The network also provides educational services to the general public, and conducts needs assessment studies geared to improving the quality and utilization of its programs and fulfilling its mandate to use electronic and associated media to provide educational opportunities for all people in Ontario. Outlines of the three programs noted above are appended. (MES)

ED 280 466 IR 051 825

IFLA General Conference, 1986. Opening Ceremony and Plenary Session. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 53p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Books; *Developing Nations; Foreign Countries; *Information Services; *Information Technology; *International Organizations; International Programs; Library Associations; Literacy; Technological Advancement; Universities
IDENTIFIERS- Asia; Library Development; UNESCO

Opening remarks by Hans-Peter Geh, President of the International Federation of Library Associations (IFLA), address the meeting theme, "New Horizons of Librarianship towards the 21st Century," with emphasis on the need for international cooperation as technology advances and libraries expand to become large information centers. Remarks include brief discussions of the needs of Third World countries, the role of UNESCO (United Nations Educational, Scientific, and Cultural Organization), and a few of IFLA's core programs, primarily the Preservation and Conservation (PAC) program. Three additional papers include: (1) "Science Information System--A Challenge towards an Integrated Information Utility," in which Hiroshi Inose of Japan discusses an information utility designed to enhance information services for academic communities; (2) "The Library and Information Dimensions of the North-South Dialogue--Some Thoughts on the Threshold of the 21st Century," in which Hedwig Anuar of Singapore examines the history of libraries in Asia, the development of literacy and education, problems of publishing in the Third World, and the opportunities and threats presented by information technology; and (3) "The Library and the Times," in which Yu Guangyuan of the People's Republic of China considers the concept of books as information carriers and the function of libraries as providing full utilization of books. (KM)

ED 280 193 EA 019 317

Johnston, Christine
TA Training in Supervisory Interpersonal Communication: Two Tests of the Effect.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Communication Research;

Communication Skills; Educational Theories; Elementary Secondary Education; Instructional Leadership; *Interpersonal Communication; Research Utilization; Situational Tests; Speech Communication; Supervisory Methods; *Supervisory Training; Teacher Administrator Relationship; *Theory Practice Relationship; Training Methods; *Transactional Analysis

This study replicates an experimental design testing whether effects of supervisory training in transactional analysis (TA) language cues can be carried outside the laboratory setting of simulated testing into the field testing of professional work settings involving dialogues with supervisees. Transactional analysis theory presumes the communication act is metacognitive, and that individuals can select productive responses by identifying categories of word usage during interpersonal exchange. Subjects consisted of 62 graduate students enrolled in a course in supervision and school leadership. Both the experimental and control groups engaged in the standard course of instruction; however, only the experimental group received 12 training units in TA communication. Participants' responses to supervisory simulations were coded as productive or nonproductive transactions. In the field test, groups conducted conferences with teacher-supervisees that were analyzed as productive or nonproductive exchanges. Findings showed that a difference between the simulated test and the field test appears in the amount of TA training. In the simulated test, training accounted for 63 percent of variance, whereas only 20 percent of variance in the field test was attributed to training. Though TA training increases quality communication in a conference setting, various issues remain unresolved. This study signifies that dual testing lends assurance to TA training in enhancing supervisors' productive interpersonal communications. Further study should identify, under field conditions, interaction of variables resulting in more productive communication transactions. Six tables of data are appended. (CJH)

ED 280 279 FL 016 540

Wesche, M.; And Others
Post-Secondary Follow-up of Former French Immersion Students in the Ottawa Area: A Pilot Study.
Ottawa Univ. (Ontario). Centre for Second Language Learning.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- Oct 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Environment; College Students; Correlation; Evaluation Criteria; Followup Studies; Foreign Countries; *French; Graduate Surveys; Higher Education; *High School Graduates; *Immersion Programs; *Language Attitudes; *Language Maintenance; *Language Proficiency; Language Usage; Pilot Projects; Postsecondary Education; Research Methodology; Research Needs; Second Language Learning; State Universities; Student Records
IDENTIFIERS- *Ontario (Ottawa)

The report summarizes findings of a pilot study of 1985 graduates of bilingual high school programs at the University of Ottawa and Carleton, Queen's, and McGill Universities. Data on French language proficiency, attitudes toward the French language, and current patterns of French use at the universities are compared for early and late immersion students and for two of the universities' samples. A major objective of the study was to develop and refine a methodology and battery of instruments for postsecondary followup studies of immersion graduates for use throughout Canada. Procedures and instruments for tracing and locating subjects, measurement and self-evaluation of French proficiency, and archival data-gathering in the postsecondary institutions are described. A secondary objective was to describe postsecondary institutional response to the growing clientele of bilingual anglophone students, including French language course offerings, opportunities to use French, and institutional support and recognition of French language activity. The report includes a proposal for continuation of the followup of the pilot group and a later cohort. (Author/MSE)

Voorhees, Richard A.

Toward Building Models of Community College Persistence: A Log-Linear Analysis. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Community Colleges; Higher Education; Models; Predictor Variables; *Research Methodology; Sex Differences; *Two Year College Students
IDENTIFIERS- *AIR Forum; *Log Linear Models

Log-linear modeling was employed to explore the conceptual relationships among community college student persistence and nine variables, including student demographics, purpose for enrolling, intentions to return, frequency of informal interaction with faculty, and satisfaction with the institution in general. The study sample was 369 new and continuing students enrolled at a surburban community college during fall 1984. Four hierarchical models that are posited indicate significant interactions between persistence and intentions to return and persistence and sex (i.e., full-time female students had greater persistence than their male counterparts). Measures of academic integration, such as grade-point average, number of hours spent studying each week, and frequency of interaction with faculty, had independent effects. Review of conceptual models of persistence focusing on four-year colleges and universities suggests that academic integration may be of less importance in explaining persistence at community colleges than at four-year institutions. The application of log-linear modeling to higher education research, and specifically persistence studies, is discussed. (SW)

ED 280 482 IR 051 841

IFLA General Conference, 1986. General Research Libraries Division. Section: National Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 116p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Developed Nations; *Developing Nations; Foreign Countries; International Organizations; Legislation; Library Acquisition; Library Associations; *Library Cooperation; *Library Materials; *National Libraries; *Preservation; Research Libraries
IDENTIFIERS- Austria; China; Information Society; United States; USSR

Papers on national libraries which were presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Dangers for the Modern Information Society in the Computer Age" (Franz Georg Kaltwasser, West Germany); (2) "Functions and Objectives of the National Libraries in the Developing Countries" (J. Le Riverend, Cuba); (3) "Preservation of Library Materials--A Report on the Vienna International Conference from the 7th to 10th April 1986" (Magda Strebl, Austria); (4) "Cooperative Preservation Activities of the Research Libraries Group in the Context of the Vienna Conference on the Preservation of Library Materials" (Richard W. McCoy, United States); (5) "Formation of the V. I. Lenin State Library of the USSR Stocks in Interaction with Libraries and Information Institutions of the USSR" (N. S. Kartashov); (6) "Legislative Foundations of the National Libraries Activities in Socialist Countries" (I. Y. Bagrova, USSR); and (7) "National Library of China in Present State and Prospect" (Hu Sha, China). (KM)

IFLA General Conference, 1986. Special Libraries Division. Section: Administrative Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 63p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; Developing Nations; Foreign Countries; *Information Retrieval; International Organizations; Library Associations; *Library Automation; Library Planning; *Library Services; *Special Libraries
IDENTIFIERS- India; Japan; *Library Development; Peru

Four papers on administrative libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Special Libraries and Their Activities in Japan" (Masaya Takayama, Japan) discusses statistical investigation into the conditions of Japanese special libraries, information needs and uses, the present situation and problems in providing services, and the future image of special libraries in Japan. In "Libraries in Peru--Their Approaches to Service, Automation, and Information Retrieval" (Bruce D. Bonta, United States) examines the conditions of librarianship in Peru in terms of library collections, use, and services; automation developments; and information retrieval. "The Present Situation regarding Administrative Libraries in Japan and Their Future--How To Promote Their Development as We Move to the 21st Century" (Yoshifusa Wakabayashi, Japan) discusses information circumstances surrounding administrative libraries, the uniqueness of Japan's governmental libraries network, the necessity of organizational reform, the library as an information center and its personnel, a system for mutual utilization by government agencies, and bibliographic information control. Finally, "Administrative Libraries in India--Scenario by the End of the 20th Century (O. S. Sachdeva and M. K. Jain, India) examines the current services provided by administrative libraries in India and future plans for the development of a computerized bibliographic network. (KM)

ED 280 511 JC 870 120

Montemayor, J. Joaquin; And Others
Nonreturning Students. Project Follow-Up Report No. 5. Research Report 3.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- 9 May 85
NOTE- 24p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

Glendale (Arizona) Community College (GCC) conducted a survey of students who attended the college in fall 1984 and did not return for the spring 1985 term to determine former students' perceptions of GCC, reasons for not reenrolling, educational goals, transfer and employment experiences, salaries, and characteristics. Study findings, based on responses from 319 former students, included the following: (1) overall, respondents gave the college highest ratings for quality of instruction and library services, and the lowest ratings for course advisement, counseling, and placement services; (2) the top three reasons for not reenrolling were conflicting job hours, personal reasons, and the fact that the students had completed the courses they needed; (3) 48% of the respondents had educational goals associated with job preparation or improvement of existing job skills; (4) about 16% were attending another institution at the time of the survey, and 76% were able to transfer all credit; (5) for the 184 students who reported salary data, the average monthly salary for full-time workers was $1,652; and (6) about 79% of the respondents said they were interested in taking more courses at GCC. The study report includes a list of suggested uses of the data. (LAL)

Farland, Ronnald W.; And Others
Vocational Education Student Follow-Up System for Information.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Apr 87
NOTE- 29p.; Discussed as Agenda Item 7 at a Meeting of the Board of Governors of the California Community Colleges (Culver City, CA, April 16-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Data Collection; Followup Studies; *Information Needs; *Management Information Systems; *Outcomes of Education; Participant Satisfaction; Statewide Planning; Two Year Colleges; Two Year College Students; *Vocational Education; *Vocational Followup
IDENTIFIERS- *California; *Statewide Student Followup System

Accountability in two-year college vocational education assumes that colleges have knowledge of students' goals while they are attending college and have the capacity to follow-up on students to determine whether those goals were achieved. One measure of goal achievement is employment or further enrollment in fields in which students have been trained. Over the past several years, a Vocational Education Statewide Student Follow-Up System (SSFS) has been designed, tested, and implemented in California so that such information can be gathered and reported. The SSFS project was built upon previous statewide follow-up research, using simplified procedures and data processing methods. The SSFS requires data to be collected from students while they are still attending classes and 6 months to a year after they leave the college. Various follow-up reports can be generated by the system, including reports of the employment status of students by program and by special needs category; of the names and addresses of employers of former students; of the frequency with which program classes were completed by students; of students' evaluation of the skills taught through the instructional program; and of student comments. Of the 106 California community colleges, 48 have participated thus far, providing data from over 38,000 students representing over 140 programs. By June 1987, the SSFS is scheduled to be fully functional at 26 to 30 of these colleges. The SSFS report includes sample data from the 1984-85 classroom survey report and 1985-86 follow-up survey. (Author/EJV)

ED 280 181 EA 019 293

Beach, Robert H.; And Others
Systematic Concerns Relating to the Adequacy of Existing Elementary/Secondary Organizational Structures to Adequately Provide Educational Excellence. A Symposium. Sponsored by the International Society for Educational Planning and the Mid-South Educational Research Association (New Orleans, Louisiana, November 16, 1984).
PUB DATE- 16 Nov 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Educational Administration; *Educational Change; Educational Finance; Educational Philosophy; Educational Planning; *Educational Quality; Educational Theories; Elementary Secondary Education; Financial Problems; *Holistic Approach; Intellectual Development; Organizational Development; Performance Factors; Socialization; Theory Practice Relationship
IDENTIFIERS- *Excellence in Education

Educational quality and the organizational structure of the nation's educational system are examined in relation to the call for reform in American public education in this symposium paper. In "Introduction and Problem Statement," Robert H. Beach states that problems in American education stem from a structurally dysfunctional system, are not isolated and specific as the literature suggests, and should be viewed and treated in a holistic fashion. Three papers were presented at the symposium. First, "The School Finance Perspective" (Ronald A. Lindahl) examines school finance in relation to philosophical, legal, governance, structural, and planning concerns in education. Second, "The Perspective from Planning and Organizational Theory" (William D. McInerney) examines the public school administrator's use of a rational comprehensive model in educational planning and describes the limited applicability of that model to educational organizations. Finally, "The Perspective That Schools Cannot Be Improved Until the Defects of Their Systemic Organizations Are Removed" (A. W. VanderMeer) focuses on intellectual development, socialization, and custodial functions in schools, and states that schools are organized in such a way as to frustrate attempts to achieve improvements in the performance of these functions. Included in the paper are 31 references. (WTH)

ED 280 222 EC 192 123

Holahan, William; Brounstein, Paul J.
The Acceleration into College and Emotional Adjustment of the Academically Gifted Adolescent: A Synthesis and Critique of Recent Literature.
PUB DATE- 86
NOTE- 51p.; Paper presented at the Convention of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Acceleration (Education); *College Admission; *Emotional Adjustment; Higher Education; *Interpersonal Competence; Maturity (Individuals); Secondary Education

The literature on the emotional adjustment of intellectually gifted adolescents and the literature on adjustment of students admitted at younger than normal ages into college are reviewed. The review on gifted adolescents is divided into the following sections: background (acceleration in elementary and secondary grades); personality and adjustment of gifted adolescents; objective personality measures; projective measures of adjustment; miscellaneous measures of adjustment. The review on adjustment of accelerated students in college is organized into the following sections: academic performance; socio-emotional adjustment; the Fund for the Advancement of Education Study (1957); the study of L. Pollins (1983); the study of N. Robinson and P. Janos; and the study of D. Keating, S. Wiegand, and L. Fox. The research indicates that younger-than-average students have few adjustment problems in college and that, for the most part, those problems are overcome with increasing maturity. The lack of a theoretical model and the moderate methodological quality of the research suggest the need for rigorous hypothesis testing and inductive theory building. Questions (such as possible sex differences in college adjustment) are posed for further research. (DB)

ED 280 235 EC 192 136

Fletcher, Donna; Ogle, Peggy
Being Human: A Handbook in Human Growth and Development for the Developmentally Disabled.
Florida State Dept. of Health and Rehabilitative Services, Tallahassee. Developmental Services Program Office.
SPONS. AGENCY- Florida Developmental Disabilities Planning and Advisory Council, Tallahassee.
PUB DATE- 86
NOTE- 112p.; Some charts contain small print. For related document, see ED 257 232.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agencies; Child Development; *Developmental Disabilities; *Mental Retardation; *Policy Formation; Program Development; Rehabilitation; Secondary Education; *Sex Education; *State Legislation; Teaching Methods; Training Objectives
IDENTIFIERS- *Florida; *Habilitation

The handbook is intended to provide practitioners with information on establishing and organizing a Human Growth and Development program in agencies and facilities which provide training to developmentally disabled persons. The handbook discusses the legal foundation (Florida law) for establishing the program as well as specific methods for teaching Human Growth and Development skills. The first chapter considers habilitation planning for human growth and development with sections on the human growth and development matrix (with domains of social identify, physiological identity, and health/hygiene) organized by six difficulty levels and behavioral indicators: goal development, evaluation of goals, implementing the habilitation plan, short-term objectives, lesson plans, and teaching methods. Chapter two looks at policies and support systems with an emphasis on Florida and includes sample agency policy statements on masturbation and privacy. The third chapter examines legal foundations of a human growth and development program with sections on client rights, competency, consent, informed consent, and questions and answers. Appended are a preassessment informal interview form, an annual habilitation plan and goal evaluation checklist, a lesson plan form, a sample lesson plan, and the texts of relevant Florida statutes. (DB)

ED 280 263 FL 016 147

Macedo, Donaldo P.
CapeVerdean Language Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 369p.
GRANT- G00-83-02186
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Foreign Countries; Language Research; Language Variation; Nonstandard Dialects; *Oral Language; *Phonemics; *Phonology; *Pidgins; Portuguese; Sociolinguistics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Capeverdean

The CapeVerdean Language Project's final report presents a phonemic analysis of the Capeverdean language, a derivation of Portuguese traditionally considered a dialect. The project's research is based on the assumption that Capeverdean is a language with its own dialects, and the research was intended to determine an autonomous phonemic representation of it. An introductory section outlines the history of the Capeverdean language, and subsequent sections contain the following portions of the analysis: segmental phonemes, vowels, consonants, syllabic structure, vowel and consonant alternations, and the phonological process. A discussion of Capeverdean orthography looks at the need for standardization, describes an experiment to develop a standardized orthography, and presents the proposed new version. A Capeverdean language teaching text, reader, and Capeverdean/English glossary are included, and a teacher's manual and classroom visuals are appended. (MSE)

ED 280 311 FL 016 576

Williams, Gregory
The D-E Work Orientation Pilot Program in Phanat Nikhom.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Adult Students; Advanced Students; Cultural Awareness; Foreign Countries; Immigrants; Job Search Methods; *Job Skills; Language Proficiency; *On the Job Training; *Refugees; Simulation; Skill Development; Student Needs; *Vocational Adjustment; Vocational Education
IDENTIFIERS- *Phanat Nikhom Refugee Camp (Thailand)

The D-E Work Orientation Program at the Phanat Nikhom Refugee Camp is designed to prepare upper-level (D and E) students to enter and succeed in the American workplace. This preparation is especially important for these refugees since they are more likely than the lower-level students to get jobs during their first few months in the United States. They have greater language proficiency, tend to learn more quickly, and in other ways have more potential to succeed. However, none of these characteristics guarantees that they also have cross-cultural understanding or familiarity with appropriate behavior and language in the American workplace. The program provides 100 hours of preparation in these areas, enabling them to make the most effective use of their skills in the United States. The work orientation program includes daily instruction in math and English and provides on-the-job training simulations. The simulations are offered for electronic assembly, sewing factory, woodworking shop, restaurant, and silk-screening work. A concluding segment addresses refugee perceptions and management of on-the-job relationships. (MSE)

ED 280 326 HE 020 141

McWha, Charley
Public Transportation Pricing: An Instructional Module.
West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Dec 85
NOTE- 144p.; For related documents, see HE 020 138-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Instruction; *Costs; Engineering Education; Financial Policy; Financial Support; Graduate Study; Higher Education; Innovation; *Instructional Materials; Public Administration Education; *Public Facilities; Public Policy; Research Utilization; Technology Transfer; Theory Practice Relationship; *Transportation; Undergraduate Study; Urban Planning

A concept-based introduction to public transportation pricing is presented in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business administration, and technology. After an introductory section on transportation pricing planning and the history of transportation system financing, attention is directed to the importance of needs-based planning and market segmentation analysis in pricing planning. Additional topics include: the impact that local impact groups can have on public transportation pricing; the major sources of transportation funding; the complexity of funding sources for public transportation; typical public transportation systems costs; the relationship of system costs to pricing; fare structures; intermodal and bus system transfer policies and their impacts; the way fare collection methods can affect system costs and ridership; complications inherent in multi-modal system coordination; inclusion of private transportation providers through contractual arrangements; and parking pricing strategies. Included are student review questions, study guidelines, and a six-page bibliography. (SW)

ED 280 341 HE 020 156

Wilkinson, Robert
Designing a Student Outcomes Study: The Eastern New Mexico University Experience.
PUB DATE- Jan 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; *College Students; *Educational Assessment; *Evaluation Criteria; Graduate Surveys; Higher Education; Institutional Research; Knowledge Level; *Outcomes of Education; *Program Development; Skill Development; Student Attitudes; Student College Relationship; *Student Development; Values
IDENTIFIERS- *Eastern New Mexico University

Experiences of Eastern New Mexico University in conducting a student outcomes study are described. After tracing the background of the study, the following outcome dimensions are described: knowledge outcomes, skills outcomes, attitudes and values, student relationship with the university, and occupational outcomes. The university's Student Impacts and Outcomes Committee proposed that the study begin with the entering fall 1986 freshman class, which was estimated to be about 600 students. The committee also recommended annual surveying of all entering freshman, second semester sophomores and/or first semester juniors, and graduating seniors. Committee recommendations for developing an outcomes study included: top administrative support and campus support is needed before trying to implement the study; the literature on various theories of student development and student outcome dimensions should be reviewed; and various data collection instruments for evaluating outcomes dimensions should be evaluated. Issues concerning data collection and reporting study results are addressed. (SW)

ED 280 355 HE 020 170

Carroll, Dennis
The Effects of Grants on College Persistence. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Students; *Dropout Research; *Grants; Higher Education; *Student Attrition; *Student Financial Aid

The relationship between college persistence and the receipt of grant aid was studied with full-time students at public and private four-year institutions, based on data from the High School and Beyond (HS&B) study. Two measures of persistence were considered: (1) the percent of students who dropped out during the year and (2) for students who successfully persisted the previous year, the percent who returned to the same school to continue their studies. To control for differences in persistence rates for lower income families, the analyses included adjustments for family income levels. To estimate the effects of grants on college dropout rates, four groups of students were compared: students who received no grants, students who received any type of grant in any amount, students who received Pell grants in any amount, and students who received grant aid totaling at least one-half of tuition costs. In seven of eight comparisons, the "no grant" group dropped out during the year at higher rates than the "big grant" group. In public institutions, students who received some grant aid dropped out at lower rates than students who did not receive any grants during their first 3 years of college. Information on the research methodology is appended. (SW)

ED 280 398 HE 020 249

Prewitt, Sidney A.; And Others
Forecasting the Effects of Higher Education Appropriations on Local Economies. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Business Cycles; *Economic Climate; Employment Projections; Enrollment Projections; *Higher Education; Models; *Prediction; Productivity; Public Colleges; *Resource Allocation; Retailing; Rural Areas; *School Business Relationship; School Community Relationship; State Universities; Statewide Planning; Taxes; Urban Areas
IDENTIFIERS- *AIR Forum; *Texas

An economic model of the effects of colleges on their communities was developed. The Texas Input-Output Model was modified into a higher education budgetary model. Included were the positive benefits of tax savings and estimates of the net effect on various communities in which state-supported colleges and universities are located. The output measures were sales and employment. While the model was developed to illustrate the statewide effects of budgetary changes for all Texas colleges and universities, a fictitious urban and rural university were used for illustration. Equations for the budgetary input-output model cover: the number of people employed in the counties in the previous year, fall enrollment at each campus, budgeted appropriations for the previous fiscal year, and the estimated effects of the budgets on local economies. For both universities, employment and enrollment projections and retail sales estimates take into account the following conditions: no change in the previous budget, 10% reduction in the budget, and 5% increase in the budget. Several tables are provided. (SW)

ED 280 413 HE 020 264

Ehrich, Elizabeth A.; Michels, Gabriele A.
Stagewise Regression--A Different Approach to Salary Equity Studies. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Evaluation Methods; Females; Higher Education; Males; Predictor Variables; *Regression (Statistics); *Research Methodology; *Salary Wage Differentials; *Sex Differences
IDENTIFIERS- *AIR Forum

The use of stagewise regression was investigated in a university study of salary equity for full-time staff-exempt personnel. The commonly used method of regression substitution was modified in three ways: (1) shifting the emphasis away from estimating inequity and toward describing the impact of men's and women's population differences on salaries; (2) using stagewise regression instead of multiple regression; and (3) adding a graphical procedure (plots) to the variable selection process. The basic idea in stagewise regression is that at each step the effects of the most important remaining variables are estimated and removed. Study variables included: age when hired, years of service, years in rank, educational level attained, staff grade, and method of job entry (e.g., new hire, promotion). The stagewise regression method allowed for nearly parallel models for men and women to be developed. It also provided a different perspective from least squares by attributing more of the variation in the response variable to those variables that are judged to be more important. In addition, the agreement, or lack of it, between stagewise and least squares results can be an indicator of how balanced or unbalanced the data are. (SW)

Groff, Warren H.
The Learning Community of the Future: Education and Training in the 21st Century.
PUB DATE- 24 Apr 87
NOTE- 41p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Economics; Educational Needs; Educational Objectives; Educational Planning; Education Work Relationship; Emerging Occupations; *Futures (of Society); *Relevance (Education); *Social Change; *Technological Advancement; Trend Analysis; Two Year Colleges

Institutions are created to fill societal roles. As society evolved from a primitive to an agricultural and then to an industrial stage, institutions were created to coordinate specialized functions. Education is the institution intended to provide the intellectual capital and the workforce to drive the economy of a society. The United States is in a transition from an industrial society to a complex scientific and technological society based on communications and information technology. This new society will require more sophisticated intellectual capital and a workforce that is skilled in new ways. These needs will demand the formation of new expanded relationships between postsecondary education and the economy and society as a whole. Between now and the 21st century, education will face profound challenges. Education is the key to the formation of the intellectual capital that is needed to compete in the new global economy and to shape the future of the United States in world affairs. Reports on education indicate that the education industry must be improved at once. The question remains whether the requisite tools, intellectual capital, and will to redesign the education industry are available. (Author/LAL)

ED 280 552 JC 870 195

Community Education (Non-Credit) Enrollments and Community Service Activities Survey Report: Fall 1986.

Illinois Community Coll. Board, Springfield.

PUB DATE- 20 Mar 87

NOTE- 7p.; Tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Community Education; *Community Services; *Enrollment; *Enrollment Rate; *Noncredit Courses; State Surveys; Two Year Colleges

IDENTIFIERS- *Illinois

Each year in addition to offering academic courses for credit, the Illinois public community colleges strive to meet the needs of their local communities by offering public service programs consisting of non-credit community education courses and other activities of an educational nature such as workshops, conferences, seminars, forums, and exhibits. In fall 1986, 46 of the 50 colleges in the system reported enrollments of 58,642 participants in noncredit courses, representing a 7.3% increase over 1985. The colleges offered nearly 3,000 workshops, conferences, and seminars, serving a total of 68,178 participants. The colleges sponsored over 2,700 other types of community service activities, such as forums, exhibits, concerts, plays, and lecture series, with a total estimated attendance of nearly 355,150 people. Both the number of activities and estimated attendance had declined from the previous year. In summary, the Illinois community colleges served 58,642 individuals through non-credit courses and sponsored approximately 5,700 community service activities attended by over 423,000 people during fall 1986. The report provides data by district and college on male/female community education enrollment, and number of community service activities and participants. (EJV)

ED 280 567 PS 016 365

Magagna, Jeanne
Aspects of the Mother-Nanny Relationship: Some Concepts from Psychoanalytic Research to Understand Problem Areas Which Can Interfere with the Optimal Care for Children.
PUB DATE- Aug 86
NOTE- 15p.; Filmed from best available copy. Paper presented at the International Nanny Conference (Claremont, CA, August 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Emotional Experience; *Family Environment; Foreign Countries; *Infants; *Mothers; Profiles; Psychiatry; *Psychological Characteristics
IDENTIFIERS- *Nannies; Psychoanalytic Theory

Elaborating on two main styles of multiple caretaking, this paper discusses those aspects of the mother-nanny relationship which influence the optimal care of the child. A caretaking style based in denial involves obliterating, denying, and distracting the child from his painful emotional experiences, fostering "the stiff upper lip," and the "I can manage by myself" attitude. In contrast, a style based in containment involves remaining deeply in touch with the child's emotional distress; discovering what it is about; letting the child's distress enter oneself; thinking about the child's feelings; giving the child the experience of having feelings accepted, tolerated, and supplied with meaning. In this discussion, four case study profiles illuminate the two styles. Generally, the discussion advances the following ideas: (1) caregivers must be in touch with their own feelings, not denying them, in order to be in touch with the infant's feelings; (2) time is required to learn from the experience of being with a particular baby and to understand that baby's unique emotional responses and needs; and (3) a good nanny aligns herself with the infant's parents, fostering the child's relationships with the parents and acknowledging that she cannot replace them. (RH)

ED 280 208 EC 191 793

Gill, Muriel, Ed.
Early Stimulation Manual for Parents of Deaf Infants: Appropriate Technologies for Development. Reprint Series R-58.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 85
NOTE- 57p.; A product of the St. Lucia School for the Deaf.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adventitious Impairments; Communication Aids (for Disabled); *Deafness; Elementary Education; *Finger Spelling; Foreign Countries; Hearing Aids; *Hearing Impairments; Parent Education; Parent Materials; Parent Student Relationship; Preschool Education; *Sign Language; Stimulation
IDENTIFIERS- Saint Lucia

This sign language manual, intended to help St. Lucia parents teach language to and communicate with their deaf or hard-of-hearing children, is prefaced by a child's description of living with a deaf sibling. An introduction discusses symptoms of hearing loss, defines speech and language, traces general expectations at school, and touches briefly on hearing aids, sign systems, and ways parents can help, including learning sign language. Subsequent sections address the following topics very briefly: causes of deafness; significance of early detection; directions for three teaching activities; hearing aids and how to care for them; discipline; toilet training; multiple handicaps; and vocational guidance. The bulk of the document consists of an illustrated sign language glossary, including the alphabet, numbers 1-10, nouns, pronouns, basic verbs, common phrases, and simple sentences. (JW)

ED 280 294　　　　　　　　FL 016 555

Book, Leon C.
Foreign Language Information Clearinghouse: Final Report and Addendum.
Southeast Missouri State Univ., Cape Girardeau.
SPONS. AGENCY- Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- 30 Nov 86
NOTE- 295p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Clearinghouses; Consortia; Curriculum Development; Demography; Educational Improvement; Higher Education; Information Centers; Information Dissemination; *Inservice Teacher Education; Institutional Cooperation; *Instructional Materials; *Language Teachers; Newsletters; Professional Associations; Questionnaires; *Regional Cooperation; Secondary Education; *Second Language Instruction; Staff Development; Statistical Data; Workshops
IDENTIFIERS- *Missouri (Southeast)

The final report of a state-funded project to improve instruction in critical foreign languages in the southeast quadrant of Missouri gives a detailed description of the project and its results. The project included establishment of a foreign language information clearinghouse to (1) collect demographic data about the breadth and depth of foreign language instruction in the region, (2) collect bibliographic data about the variety of instructional materials and curriculum development aids, and (3) conduct inservice workshops for small and large groups of teachers. In addition, it created a consortium including Southeast Missouri State University, private and public high schools in the university's designated 25-county service area, a university library, and a regional professional association. Appendices, the bulk of the report, include the proposal, FLIC (Foreign Language Information Clearinghouse) newsletters, survey and evaluation forms, and resource listing. A separate addendum contains further evaluative data on the project's results for participating educators and on the perceived value to clearinghouse patrons of the instructional materials collected in the course of the project. (MSE)

Gardner, John A.
Transition from High School to Postsecondary Education: Analytical Studies. Contractor Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-309C
PUB DATE- Feb 87
NOTE- 257p.
CONTRACT- 300-83-0251
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Attendance; College Bound Students; *Enrollment Influences; Full Time Students; High Schools; *High School Seniors; Longitudinal Studies; Majors (Students); Noncollege Bound Students; Parent Financial Contribution; Part Time Students; Postsecondary Education; Self Supporting Students; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

Factors affecting access to postsecondary education for college-age youth were studied, with emphasis on personal characteristics and institutional policies that influence educational aspirations and postsecondary enrollments. Data were primarily derived from two databases: the High School and Beyond Study and the National Longitudinal Study of the High School Class of 1972. Using data from 1980 and 1972, high school seniors' educational expectations were examined to determine the influence on attendance of their racial/ethnic background, gender, socioeconomic status, family income, academic performance, and geographic location. The types of colleges selected by students and students' personal characteristics were compared, and factors influencing full-time and part-time attendance and academic fields chosen by students were assessed. Student use of four sources of financing was reported: grants (including scholarships), loans, assistance from relatives, and their own funds. Data for specific aid programs are included. (SW)

ED 280 384 HE 020 235

Dean, Robert L.
Cognitive, Pedagogic, and Financial Implications of Word Processing in a Freshman English Program: A Report on Two Years of a Longitudinal Study. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; College Freshmen; Comparative Analysis; *Computer Assisted Instruction; *English Instruction; Higher Education; *Microcomputers; Program Costs; *Teacher Student Relationship; Time Factors (Learning); Writing (Composition); *Writing Skills
IDENTIFIERS- *AIR Forum

Results of 2 years of applying microcomputing technology in a college freshman English program at a medium-sized university are reported. Using a cross-factorial research design, six instructors and six control and six experimental sections were studied to determine the cognitive, pedagogic, and financial implications of the microcomputer application. Attention was directed to the effects of word processing on: student composition skills; faculty time spent in teaching, class preparation, grading, and student consultation; student-faculty interaction; and costs of creating and operating a microcomputing lab facility. Findings include: students not using word processing outperformed students using this technology as measured by the standard Houghton-Mifflin College English Placement Exam; instructors spent about 22% more time with the word processing section compared to the section not using this equipment; the average cost per computer workstation hour per student was 39 cents, or $468 per semester for a section of 25 students. Cognitive data from the previous year showed the word processing section outperforming the control group section. (SW)

ED 280 441 IR 012 577

Shaw, Carla Cooper
Integrating Thinking Skills Software into the Curriculum.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Nashville, TN, November 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Software; Elementary Secondary Education; Guidelines; Illustrations; Integrated Curriculum; *Media Selection; Skills; Teaching Methods
IDENTIFIERS- *Thinking Skills

Citing several reasons why computers offer the potential to enhance instruction, this paper suggests that the teaching of thinking skills should be integrated into various subject areas by using software programs that involve the use of the skills required in the particular subject area. To illustrate this matching strategy, three software programs--"Hurkel," "Moptown Parade/Hotel" and "Carmen"--are examined. The discussion of each program includes a description of the software, a sample run where possible, and ways in which they can be used in instruction and learning in specific subject areas. Although these examples illustrate that thinking skills software can be integrated into the curriculum, it is noted that teachers must still point out the connections between particular thinking skills and their applications in both academic and out-of-school situations. Three guidelines developed by the Higher Order Thinking Skills Project (HOTS) to promote the development of thinking skills through the use of computer software are then presented: (1) use a variety of programs; (2) design learning to include synthesis of information and skills from multiple subject areas; and (3) organize and prioritize information from the classroom. Five additional software programs appropriate for this purpose are suggested, and teachers and administrators are asked to remember that, although software programs are often presented as games, they are also powerful learning tools. It is concluded that instruction in thinking skills will be enhanced only when the software is carefully selected and appropriately used. Lists of nine references and the distributors of eight software programs mentioned in the text are provided. (DJR)

ED 280 454 IR 012 590

Hebenstreit, Jacques
The Use of Informatics in Education. Present Situation, Trends and Perspectives.
United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Educational Sciences, Contents & Methods of Educ.
REPORT NO.- ED/86/WS/47
PUB DATE- Mar 86
NOTE- 75p.; Light print on some pages may affect legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Software; Costs; *Developed Nations; *Developing Nations; Elementary Secondary Education; Foreign Countries; Media Research; *Microcomputers; National Programs; Postsecondary Education; *Teacher Education
IDENTIFIERS- France; United Kingdom; United States

This overview of the use of computers in education begins by tracing the history of the development of computer programs for instruction in three developed countries, the United States, the United Kingdom, and France. Significant research and programs, general trends, the current situation, plans, and problems in each of the countries are discussed, including statistics on the number of schools with computers, student usage, and the costs of programs. Ways in which computers have been introduced in schools in these countries are compared and differences in the strategies used are discussed. A more general discussion of the situation in other developed countries covers problems with hardware, software, teacher training, and evaluation of the effectiveness of computers for improving the educational process. A discussion of the use of computers in developing countries addresses similar problems in different cultural environments and educational systems. Policies and strategies for introducing computers in education at any level are also discussed, including policies for professional training, use of computers in schools, hardware, software, teacher training, and research. It is concluded that, although there is a definite danger of increasing the gap in level and quality of education between those countries that make massive use of computers in education and those that do not, the appropriate use of computers in developing countries can be a way of decreasing the gap. Of the seven sources listed in the bibliography, one is in English, one in Spanish, and five are in French. (MES)

ED 280 467 IR 051 826

IFLA General Conference, 1986. Collections and Services Division. Section: Official Publications. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 42p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Books; Databases; Depository Libraries; *Developed Nations; Foreign Countries; *Government Publications; International Organizations; Library Associations; Marketing; *Publishing Industry; Technological Advancement
IDENTIFIERS- *Japan

This document comprises two papers on official publications which were presented at the 1986 IFLA general conference. In "Japanese Official Publications," Yoshitaro Tanabe (Japan) discusses several aspects of official publications in Japan, including problems encountered by the Printing Bureau in printing, publishing and distribution, legal deposit, acquisition by domestic libraries, and bibliographies and databases. Appendices include government of Japan organization charts, extracts from the National Diet Library (NDL) law, and listings of the NDL supply of official publications on exchange in 1985 and bibliographies of Japanese official publications. In "Publishing in Japan--Its Past, Present, and Future," Shigeo Minowa (Japan) outlines the formation and development of the book trade in Japan in a historical perspective and describes the level of industrialization the trade has currently attained. In addition, the relationships between social modernization and the "publishing takeoff," and between the revolution of book marketing and the fall of book prices are examined, and the contributions of distributors and the future of publishing in Japan are discussed. Statistical information is appended. (KM)

ED 280 194 EA 019 318

Jones, Thomas H.; Polansky, Harvey B.
The Relationship of Selected Financial Variables to the Organizational Health of High Schools.
PUB DATE- 20 Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Educational Planning; Enrollment; Expenditure per Student; Financial Policy; Financial Services; *High Schools; Leadership; Morale; *Organizational Effectiveness; *Organizational Theories; Program Costs; Resource Allocation; School Organization; Special Programs; Student Financial Aid; Teacher Salaries
IDENTIFIERS- Connecticut

The relationship between educational finance and organizational effectiveness or "health" in 50 Connecticut high schools was examined. Data were collected using existing organizational health questionnaires and archival data. A sample was randomly selected from the population of public high schools in Connecticut. Seven "organizational health" characteristics were used, including leadership, cohesiveness, resource utilization, adaptiveness, optimum power equalization, morale, and planning. Financial variables included mean class size, percent of teachers with master's degree, minimum teacher salary, maximum teacher salary, enrollment, per pupil expenditure, instructional supply per pupil, pupil services per pupil, special instructional programs per pupil, special state aid per pupil, and federal aid per pupil. Statistical treatment was step-wise multiple regression with the seven "health" characteristics as dependent variables. Only a marginal relationship was found to exist between any of the financial and organizational variables; however, a modest relationship was found to exist between selected variables, and these findings warrant further examination with redesigned studies before policy decisions can be developed. An overview of the literature and major theorists on organizational theory relative to organizational health is given. Eighty-eight references and four tables are included. (WTH)

ED 280 250 EC 192 404

Decker, Marcia, Ed.
Handicapped Children's Early Education Program. 1985-86 Directory.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 243p.
CONTRACT- 300-85-0169
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Early Childhood Education; *Exceptional Child Research; Outreach Programs; *Research Projects; State Programs; Technical Assistance
IDENTIFIERS- *Handicapped Childrens Early Education Program

This directory lists and describes projects supported by grants and contracts issued by the Office of Special Education Programs in the Handicapped Children's Early Education Program (HCEEP). The first section describes the HCEEP network and results of a recent study evaluating the program's efficacy and impact. The second section summarizes the activities of the five types of HCEEP projects: demonstration projects (102); outreach projects (24); state plan grant projects (56); early childhood research institutes (4); and technical assistance centers (2). Project-written abstracts for each of the 188 projects are provided in the third section. Descriptions typically include the following information: address; telephone; fiscal agency; executive director; program director; characteristics of the target population; program for children; measures of child progress; program for parents; and features and products. A project list is included, showing all 188 projects and the page number of each project's abstract. An index provides a guide to pertinent project characteristics (such as handicapping conditions of children served, parent activities offered, curricula used, etc.). (CB)

ED 280 280 FL 016 541

Danesi, Marcel
Teaching a Heritage Language to Dialect-Speaking Students.

Centro Canadese Scuola e Cultura Italiana.; Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Correlation; *Cultural Background; *Curriculum Design; Elementary Secondary Education; Error Analysis (Language); Immigrants; Italian; *Language Maintenance; Learning Activities; *Native Language Instruction; *Regional Dialects; Second Language Instruction; Second Language Learning; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Community Language Learning; *Heritage Language

Issues related to school instruction in students' heritage or ancestral language are discussed, particularly in regard to dialect-speaking children or children with some degree of competence in the language. The first chapter considers similarities and differences between second language instruction and heritage language education. The findings on ancestral language maintenance in immigrant children are also discussed for the benefit of teachers. Chapter 2 looks closely at the crucial question of the difference between the standard target language and the variant forms, known by the students (i.e., dialects or regionally-determined variants), as it relates to classroom instruction. The third chapter draws a psychological profile of the heritage language learner, focusing on existing linguistic knowledge and its pedagogical implications. Chapter 4 looks at the literature on errors in language learning and relates it to heritage language teaching. The final chapter addresses practical instructional issues such as curriculum design and content. (MSE)

ED 280 312 FL 016 577

Ringdahl, Sally; And Others

"Thank You for Working With Me": Experiment in Cooperative Learning.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Accountability; Cooperation; Cooperative Planning; Educational Strategies; English (Second Language); Foreign Countries; Group Dynamics; *Interpersonal Competence; Learning Processes; *Limited English Speaking; *Refugees; Skill Development; Social Behavior; *Social Integration; Student Needs; *Teamwork
IDENTIFIERS- *Cooperative Learning; Philippine Refugee Processing Center

Cooperative Learning is a teaching methodology based on the belief that learning increases as students develop cooperative skills. A recent experiment with cooperative learning at the Philippine Refugee Processing Center indicates that it can be used effectively with low-level learners of English as a second language to foster both language learning and positive social skills. The approach focuses on development of three characteristics: positive interdependence, individual accountability, and social skills related to small-group interaction. These characteristics of cooperative learning are incorporated into familiar language-learning activities. Teachers make a commitment to the belief that each student can learn by interacting with peers. The benefits of the approach are substantial and include increased student participation and confidence, positive social behavior, and acceptance of responsibility. (MSE)

ED 280 356 HE 020 171

Geriatric Physicians Graduate Medical Education Act of 1986. Hearing before the Subcommittee on Aging of the Committee on Labor and Human Resources, United States Senate. Ninety-Ninth Congress, Second Session on S. 2489, To Improve the Training of Physicians in Geriatrics.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-867
PUB DATE- 26 Jun 86
NOTE- 122p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Legislation; *Geriatrics; *Gerontology; *Graduate Medical Education; Hearings; Higher Education; Medical Services; *Older Adults; *Physicians; *Primary Health Care; Professional Training; Public Health Legislation
IDENTIFIERS- Congress 99th; Proposed Legislation

Increasingly, the health care needs of older people are dominating the field of medicine and the health care system. The supply of physician gerontologists and geriatricians, the attention they pay to the special needs of the elderly, and the adequacy of their training are addressed in these hearings, which consider a Senate bill to improve the education in geriatrics of primary care physicians. Attention is directed to four specific concerns: (1) whether older persons differ from younger people in ways that have implications for medical practice, and whether there is a body of knowledge about these differences; (2) whether the differences have implications for the training of medical practitioners; (3) the present and near-term future availability of appropriately trained medical personnel; and (4) feasible and reasonable ways to train additional numbers of such physicians, if more are needed. The bill, which would amend section 788 of the Public Health Service Act, would make available an additional $4 million to expand present programs and create new ones to train physicians who plan to teach geriatric medicine. Sponsors of the bill hope that by 1992 the program would produce an additional 900 physicians trained to teach residents and practicing physicians the essentials of geriatrics. (SW)

ED 280 429 HE 020 303

Hendrickson, Robert M.; Gibbs, Annette

The College, the Constitution, and the Consumer Student: Implications for Policy and Practice. ASHE-ERIC Higher Education Report No. 7, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-34-9
PUB DATE- 86
NOTE- 108p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00 per copy, nonmembers; $7.50 per copy, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Civil Rights; College Buildings; *College Students; Compliance (Legal); *Constitutional Law; Court Litigation; Due Process; *Educational Malpractice; Higher Education; Homosexuality; *Legal Responsibility; Religious Organizations; Student Organizations; *Student Rights
IDENTIFIERS- In Loco Parentis

Recent legal developments concerning college students and their institutions are reviewed, with a focus on constitutional issues related to the rights of students to organize, the collection and allocation of mandatory student activity fees, and the protection of freedom of speech regarding commercial enterprises. In addition to considering the status of educational malpractice, implications for policy and practice are addressed. Four student-institutional relationships are traced historically: in loco parentis, fiduciary, contractual, and constitutional. Issues concerning the evolution of constitutional rights in higher education include individual rights, due process, privacy rights, and First Amendment rights. Attention is also directed to several rights of association and their effect on the recognition of religious and gay organizations and on regulations governing use of facilities. Religious and political objections concerning the use of mandatory student activity fees are covered, along with methods of fee collection. Also discussed are: the boundaries of constitutional protection for noncommercial and commercial speech and extensions to the college campus; and malpractice theory and the courts' position in educational malpractice. Ten pages of general and legal references as well as an index are provided. (SW)

ED 280 483 IR 051 842

IFLA General Conference, 1986. General Research Libraries Division. Section: Parliamentary Libraries. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 37p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Committees; *Depository Libraries; Developed Nations; Developing Nations; Foreign Countries; Foreign Language Books; Foreign Language Periodicals; *Government Libraries; *Information Services; International Organizations; *Library Acquisition; Library Associations; *Library Materials; *Research Libraries; User Needs (Information)
IDENTIFIERS- India; Japan; Korea

Papers on parliamentary libraries presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Library Support for Parliamentary Committees" (Peter Dawe, Switzerland), which considers the needs of parliamentary committees in terms of library materials and services; (2) "The National Assembly Library (NAL) of the Republic of Korea--An Overview" (Joobong Kim, Korea), which discusses the National Assembly of the Republic of Korea, the NAL, and some problems currently confronting the NAL; (3) "Information Service in the Parliament of India" (Subhash Kashyap, India), which describes the history and organization of India's Library and Reference, Research, Documentation and Information Service (LARRDIS); and (4) "Foreign Information and Parliamentary Research in Japan--Current Reality and Future Expectations" (Satoshi Kurokawa, Japan), which discusses the acquisition and utilization of information about external affairs in Japan, with emphasis on the activities of the Research and Legislative Reference Bureau. (KM)

ED 280 498 IR 051 857

IFLA General Conference, 1986. Special Libraries Division. Section: Art Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 77p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Art Materials; Developed Nations; Fantasy; Fiction; Foreign Countries; Illustrations; *Information Networks; International Organizations; Library Associations; Library Technical Processes; Literary History; *Research Tools; *Special Libraries

IDENTIFIERS- *Art Libraries; Asia Pacific Region; Canada; Japan; Posters; USSR

Papers on art libraries presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Change of Illustrated Story Books in the Edo Period (1660-1880)" (Yaeko Kimura, Japan); (2) "History of Posters in Japan and the Present States of Their Documentation" (Itsuo Okubo, Japan); (3) "Solutions to Processing East Asian Language Materials in a Canadian Library" (Melva J. Dwyer, Canada); (4) "History of Western Sources on Japanese Art--A Bibliographic Essay" (Nancy S. Allen, United States); (5) "Art Information Networks in Asia and the Pacific" (Sue Boaden, Australia); and (6) "Traditional Methods of Work with Literature on Art in the All-Union State Library of Foreign Literature (A. M. Semicheva, USSR). (KM)

ED 280 512 JC 870 121

Montemayor, J. Joaquin; And Others
Graduate Follow-Up Survey Report, October 1985. Research Report 4.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- Oct 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Two Year Colleges; *Two Year College Students; Vocational Followup

A survey was conducted of students who graduated from Glendale (Arizona) Community College (GCC) during the 1984-85 school year to determine graduates' transfer and employment experiences and perceptions of the college. Study findings, based on responses from 444 graduates, included the following: (1) overall, graduates gave the highest ratings to library services, veterans' services, instructor interest, and quality of instruction; (2) graduates gave GCC lowest ratings in terms of placement services, counseling, and instructors' use of instructional media; (3) 56% of the academic students and 43% of the occupational students were attending another school at the time of the survey; (4) 32% of the occupational transfer students and 20% of the academic transfer students reported difficulty in transfer; (5) for the 117 employed graduates, the average monthly salary was $1,617; (6) 58% of the graduates reported interest in taking additional courses at GCC; (7) the placement rate for occupational students was 73%; (8) 12% reported that they could not find a job in the field for which they had been trained and 18% did not feel qualified for a job in their field; and (9) occupational graduates rated the availability of jobs in their field as good or average. (LAL)

ED 280 526 JC 870 160

Fahrenbruch, Julia, Ed.
The Challenge of Change: A Reassessment of the California Community Colleges. Background Papers.
California State Commission for the Review of the Master Plan for Higher Education, Sacramento.
PUB DATE- Mar 86
NOTE- 144p.; For "The Challenge of Change" report, see ED 269 048.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Administrators; College Administration; College Faculty; College Programs; *College Role; *Community Colleges; Demography; *Educational Assessment; Educational Finance; Educational Legislation; Educational Quality; Governance; Institutional Mission; Socioeconomic Influences; *Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

These background papers were developed for the use of the California Commission for the Review of the Master Plan for Higher Education in preparing its report, "The Challenge of Change: A Reassessment of the California Community Colleges." Section 1 provides an introduction to the role of California's community colleges in its postsecondary education system and the legislative support for that system. Section 2 offers information on California's current socioeconomic and demographic composition, including data on the socioeconomic characteristics of the community college student population. Section 3 considers factors related to access and success, such as the changing definition of access, tensions created by demands for "competitive excellence" and "egalitarianism," recent legislation, and a proposed new strategy. Section 4 focuses on the mission and functions of California's community colleges, while section 5 looks at the community college faculty and administrators in terms of credentials, affirmative action, full-/part-time faculty, compensation, collective bargaining, professional development, and tenure. After section 6 considers issues related to community college governance, section 7 offers financial information on expenses and capital outlay. Finally, section 8 describes features of a new master plan for postsecondary education in California. Appendices include commissioner votes and comments on recommendations, information on the commission and its process, related legislation, and references. (EJV)

Wheeler, Larry J.; And Others
Stress and Coping: A Comparison of Regular and Special Educators.
PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Emotional Disturbances; *Learning Disabilities; *Mental Retardation; *Special Education Teachers; *Stress Variables; Teacher Attitudes; *Teacher Burnout

Responses to a questionnaire regarding stress and coping skills were collected from 185 regular educators and 225 special educators--teaching emotionally disturbed (ED), learning disabled (LD), mentally retarded (MR) or other types of handicapped children. Results demonstrated little difference between the regular and special educators' responses to both stress and coping. Both groups of teachers reported administrative variables, student behaviors, pressure, and paperwork as producing the greatest amount of stress. More teachers of ED and LD children than teachers of MR or other handicapped children reported the administration as their most common source of stress. ED teachers reported conflicts between themselves and other staff members, as well as no student progress, to be more stressful than other special educators. MR teachers reported inappropriate student behaviors less frequently (15%) than either ED or LD teachers as a source of stress; and only 2% of the other special educators saw inappropriate student behaviors as a source of stress. LD teachers and other special educators reported internalizing stress as a coping mechanism more frequently than either MR or ED teachers. All groups of teachers reported internalizing stress, talking to a safe person, and engaging in alternative activities as the most common methods of coping with stress. (DB)

ED 280 236 EC 192 137

PRISE Reporter, Volume 16, January 1985-May 1985.

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.

SPONS. AGENCY- Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- 85
NOTE- 23p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Consultants; Delivery Systems; Education Work Relationship; Elementary Secondary Education; *Hearing Impairments; *Mild Disabilities; Music; *Physical Disabilities; Rural Education; Student Evaluation; Transitional Programs; *Visual Impairments

This collection of five issues of the PRISE Reporter focuses on concerns regarding the education of the handicapped. In addition to a major article, each issue typically includes publication reviews, test reviews, instructional material reviews, a research brief, and a listing of dissemination events. Major articles have the following titles and authors: "The Use of Music to Develop Communication Skills in Hearing Impaired Students" (S. Shandelmier); "Expanding Services to Students through Consultation," a five-step consultation program for the mildly handicapped (J. Graden); "Serving the Visually Handicapped in Rural Areas" (M. Morse); "Process Assessment: An Alternative Model for Evaluating and Diagnosing Children in Special Education" (J. Meyers and D. Lieberman); and "Transition Services for High Functioning Physically Disabled Students" (R. Melia). Research briefs report on the following topics: symbolic play behavior of language handicapped children, factors in consultative services, symbolic play development in visually impaired children, and use of the concept of "zone of proximal development" for identifying learning problems, and the provision of postschool services. (DB)

Petersen, Jennifer
Word-Internal Code-Switching Constraints in a Bilingual Child's Grammar.

PUB DATE- 13 Sep 86
NOTE- 27p.; Paper presented at the Minnesota Linguistics Conference (Minnesota, September 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Child Language; *Code Switching (Language); Correlation; Discourse Analysis; *English; Form Classes (Languages); Grammar; Interference (Language); *Language Dominance; Language Usage; Morphemes; Uncommonly Taught Languages; Young Children
IDENTIFIERS- *Danish

The correlation between a bilingual's usage of grammatical morphemes from one of his/her languages and his/her language dominance is examined. The subject is a three-year-old Danish/English bilingual who code-switches at the morpheme level even though she has never been exposed to a code-switching bilingual community. Co-occurrence restrictions are found in her code-switching grammar as follows: English grammatical morphemes co-occur with either English or Danish lexical morphemes, but Danish grammatical morphemes co-occur only with Danish lexical morphemes. It appears that in utterances containing morpheme-level code-switching, the encoding of grammatical morphemes in one language is an indication of the dominance of that language. By that criterion, the code-switching of this subject is English-dominant. (Author/MSE)

ED 280 327 HE 020 142

Hayden, Linda

Transportation Brokerage: An Instructional Module.

West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Dec 85
NOTE- 125p.; For related documents, see HE 020 138-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business; *College Instruction; *Contracts; Engineering Education; Financial Support; Graduate Study; Higher Education; Innovation; *Instructional Materials; Marketing; Public Administration Education; Public Facilities; Research Utilization; Technology Transfer; Theory Practice Relationship; *Transportation; Undergraduate Study; Urban Planning

A concept-based introduction to transportation brokerage is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, marketing, and technology. The concept of transportation brokerage is defined as an assignment of the management of a specific element of a city's or region's transit needs to an independent agency or firm. The components of a brokerage operation are described, along with problems and issues associated with the adoption of such a system. Attention is directed to brokerage operation variations, the process of market segmentation and its uses as a planning technique for transportation brokerage; the importance of community support; various federal agencies that provide financial support; funding channels for integrated transportation systems; major barriers to innovative transportation systems; the complexities of implementing a brokerage operation; characteristics of transportation contracts; managing a brokerage operation; and use of evaluation and promotion to maintain high efficiency for the system. Key ideas are illustrated by case histories and examples. An eight-page bibliography is appended. (SW)

Hansen, Janet S.
Student Loans: Are They Overburdening a Generation?
College Entrance Examination Board, Washington, D.C.
PUB DATE- Feb 87
NOTE- 49p.; Report of a study originally prepared for the U.S. Congress Joint Economic Committee.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00 per copy; 20% discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Attendance; Community Colleges; Credit (Finance); *Economic Factors; Family Income; Financial Policy; Higher Education; *Loan Repayment; Private Colleges; Public Colleges; Public Policy; Student Costs; *Student Loan Programs; Trend Analysis; *Undergraduate Students
IDENTIFIERS- *Debt (Financial); Guaranteed Student Loan Program; National Direct Student Loan Program; Parent Loans for Undergraduate Students Program; *Paying for College

Issues concerning indebtedness of undergraduate students are examined, including the implications of debt burdens for: the national economy, the individual well-being of borrowers, equality of access to higher education, and the educational process itself. Risks students face in borrowing to pay for education and how the United States compares to other countries in protecting students from these risks are briefly discussed. A review of trends in student borrowing over the last two decades indicates that students borrow more than they used to, and more students take out educational loans. Student loans are used by both the middle class and lower income families and are common at community colleges and proprietary schools as well as among students in traditional baccalaureate programs, but the heaviest dependence on loans and the highest debt levels are among students at private colleges. It is concluded that there is a need for better information on the extent of student borrowing and its consequences. It is suggested that attention be directed to the implications of the Guaranteed Student Loan Program becoming a highly-subsidized loan for the financially needy. (SW)

Rajasekhara, Koosappa

Perceptions and Performance of Currently Enrolled and Not Currently Enrolled Students: Results of a Cooperative Effort among Community Colleges. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; *Community Colleges; Comparative Analysis; Dropouts; Educational Assessment; *Enrollment Influences; Followup Studies; Higher Education; Institutional Research; Occupational Aspiration; Outcomes of Education; *Public Colleges; State Programs; Student Attitudes; *Student Attrition; Student Characteristics; Student Employment; *Two Year College Students
IDENTIFIERS- *AIR Forum; Maryland

The goals and aspirations of 35,950 students who had attended Maryland community colleges were surveyed 18 months after college entry. For first-time credit students who entered college during fall 1982, comparisons were made of two groups who returned usable responses to mailed questionnaires. The first group consisted of 5,133 students who were still enrolled in spring 1985 (currently enrolled or continuing) and the second group consisted of 6,360 students who were not currently enrolled (nonreturning). The statewide and campus followup of students used questionnaires and student records to provide information on: why students attend community colleges, program of study, how they evaluate colleges, credit hours earned at the college, grade point average, employment, student satisfaction, sex and race, year of birth, why some did not return, and how the colleges can help students accomplish individual goals. The typical respondent was white, female, and 29 years old and had enrolled in either transfer or occupational programs. It was found that nearly 67% of currently enrolled students wished to obtain either a college certificate or degree compared to 42% among nonreturning respondents. The nonreturning students gave conflict with job, educational goal achievement, and insufficient funds as the main reasons for not returning to college. (SW)

ED 280 414 HE 020 265

Winans, Glen T.

Resource Allocation and Utilization in Academic Departments: A Case Study. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86

NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Budgeting; Case Studies; *Departments; Enrollment; Expenditures; Higher Education; Multiple Regression Analysis; Predictor Variables; *Resource Allocation; *State Universities

IDENTIFIERS- *AIR Forum; *University of California Santa Barbara

General fund resource allocation and utilization in 27 academic departments at the University of California, Santa Barbara, during 1977-1984 were examined. A two-step research methodology was employed to provide a comprehensive analysis of possible budgetary determinants. The first step entailed a pooled multivariate regression analysis with eight department expenditure categories as dependent variables and nine potential predictive factors as independent variables. The second step entailed a series of interviews with 30 randomly selected department heads and staff regarding their perceptions of the budget allocation process. The results confirmed the importance of disciplinary differences in budgeting, revealed that student enrollments do not appear to be a major factor influencing department level resource allocations, and indicated a connection between faculty rank and budgets. The results also identified the importance of an economic dimension, an interpersonal dimension, and a reputational dimension for departments in the budget allocation process, while confirming that the external or macro model by which public universities acquire resources is not applicable to the internal or micro model by which resources are allocated to departments. (Author/SW)

Maricopa County Vocational Education Plan: 1987 Update.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- Nov 86
NOTE- 77p.; Prepared by the Maricopa County Vocational Education Planning Council.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Planning; College School Cooperation; Community Colleges; *Educational Finance; Educational Objectives; *Employment Patterns; High Schools; Intercollegiate Cooperation; Labor Market; Long Range Planning; Private Colleges; Two Year Colleges; *Vocational Education

Designed as a management tool for governing boards and administrators to promote the development and improvement of vocational education opportunities in Maricopa County, this report presents an update of a 5-year (1984-89) vocational education plan for secondary and postsecondary education. Section I provides an introduction to the report and to vocational education planning in the county. In addition, planning assumptions concerning technological, financial, political, demographic, and economic trends are discussed; new goals for 1987 are presented; and the members of the Maricopa County Vocational Education Planning Council are listed. Section II presents an update on progress made in the areas of articulation between high schools and two-year colleges and two-year and four-year colleges; opportunities for coordination between public and private schools; labor market demand and program priorities; and the financing of occupational programs. After section III identifies goals and objectives for 1987-88 related to the same four areas, section IV presents recommendations that address statewide issues of funding and legislation. Appendices include an inventory of training programs in the county, and economic and employment data and forecasts. (LAL)

ED 280 553 PS 016 154

Garcia, Ronda
Home Centered Care: Designing a Family Day Care Program. A Guide for Caregivers and Parents.
Children's Council-Childcare Switchboard of San Francisco, Calif.
SPONS. AGENCY- San Francisco Foundation, Calif.
PUB DATE- 85
NOTE- 128p.
AVAILABLE FROM- Children's Council of San Francisco, 3896 24th Street, San Francisco, CA 94114 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; *Educational Environment; Educational Quality; Elementary School Students; *Family Day Care; Guidelines; *Individual Development; Infants; Preschool Children; *Program Design; *Safety; Standards; *Teacher Responsibility; Toddlers

Consistent in its approach to child development and caregiving concepts, this guide for parents and child caregivers explores aspects of family day care in five sections. Section I discusses the design of physically safe environments for children. Section II describes the developing likes and needs of infants, toddlers, preschool children, and school-age children. Section III specifies practical applications of child development concepts, and Section IV describes play-learning environments for young children. The final Section, V, discusses standards for high quality care in the areas of accident prevention, first aid, illness, health, licensing, and child abuse. Concluding remarks give advice to those thinking about offering family day care services. (RH)

ED 280 568 PS 016 367

Digby, Gillian; Lewis, Charlie

Training Children to Use Mnemonic Skills: What Causes Improvements in Memory Performance?

PUB DATE- Sep 86

NOTE- 25p.; Paper presented at the Annual Conference of the Developmental Psychology Section of the British Psychological Society (Exeter, England, September 19-22, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; *Metacognition; *Mnemonics; Pretests Posttests; *Recall (Psychology); *Training; *Young Children

IDENTIFIERS- *England

Exploring the relationship between strategy training and the child's apparent knowledge, this study assessed (1) whether the effects of rehearsal training without added metamnemonic feedback would be evident one week after training, and (2) the effects of specific training upon more general metamnemonic awareness. Initially 40 children 6 years of age participated in the study. Each subject was administered a serial recall task and was measured on overt rehearsal and success in the recall task. Each additionally was administered a metamemory task designed to fulfill Flavell and Wellman's 1977 classification of the constituents of metamemory. Scores were used to form three groups of subjects differing in the extent they rehearsed: "producers" who rehearsed on six or seven trials, semi-producers, and non-producers. Each of these groups was divided into two; half received training and half were controls. While control subjects were tested on the serial recall task again, the experimental group was tested and instructed to rehearse. Both groups were tested a third time after a week had passed. Comparisons of pretest and posttest data suggest that rehearsal training led to lasting increases in the use of rehearsal, improved recall, and greater expressed knowledge of metamnemonic awareness. Improved recall was particularly evident among those 6-year-olds who did not spontaneously rehearse. Results contrast with findings of previous studies. (RH)

ED 280 182 EA 019 304

School Boards: Strengthening Grass Roots Leadership.
Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- American Can Co. Foundation, Greenwich, CT.
REPORT NO.- ISBN-0-937846-89-9
PUB DATE- Nov 86
NOTE- 87p.
AVAILABLE FROM- Publication Sales, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($6.00 prepaid; quantity discounts; shipping and handling charges will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Board of Education Role; *Boards of Education; *Citizen Participation; Educational Policy; Educational Trends; Elementary Secondary Education; *Governance; Interdistrict Policies; Interprofessional Relationship; Policy Formation; *Politics of Education; *School District Autonomy; School District Size; School District Spending; *State School District Relationship

This report presents findings of a 1985 national study of the local school board. Information was gathered from case studies in nine major metropolitan areas, questionnaires administered to over 200 school board chairpersons, and literature on board governance. Chapter 1 offers an overview and questionnaire results. Chapter 2 summarizes major findings. The historical role of school boards is discussed in chapter 3. Chapter 4, on the working board, interprets challenges faced in developing operating structures. The board-superintendent relationship is explored in chapter 5. The report probes, in chapter 6, issues confronting boards. Board members' and citizens' satisfactions and dissatisfactions with board service and practices are analyzed in chapter 7. The need for increased attention to board development for individuals and for boards is stressed in chapter 8, along with recommendations. The final chapter presentes 15 indicators of an effective board. Major findings are that citizens support the ideal of local governance of education through school boards, but not necessarily the board of their own community. Despite this approval, the public knows little about boards' functioning. States' increased visibility in education creates further confusion about responsibilities. Difficulties are forecast as student populations diversify and management becomes more complex. Local governance needs informed support from communities. Thirty-nine references are included. (CJH)

ED 280 209 EC 191 794

Bennett, Tess; And Others
Effects of Family-Oriented Intervention on Home Environment Variables with Young Handicapped Children.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Aug 86
NOTE- 27p.; For related document, see ED 276 171.
GRANT- G008302257
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cerebral Palsy; *Developmental Disabilities; Diagnostic Teaching; Family Counseling; *Family Environment; *Family Programs; *Home Programs; Individualized Education Programs; Interdisciplinary Approach; *Intervention; Longitudinal Studies; Mothers; Naturalistic Observation; Parent Child Relationship; Parent Role; Play; Preschool Education; Young Children
IDENTIFIERS- Early Intervention; Home Observation for Measurement the Environment

Effects of family-oriented early intervention on the home environment were explored in a 6-month study of 23 handicapped children (ages birth to 5) and their families, who participated as members of an experimental or control group. The Home Observation for Measurement of the Environment (HOME) Inventory was administered to evaluate differences in home environment variables before and after systematic family-oriented intervention. Intervention provided to the experimental group included transdisciplinary assessment and development of an individualized education program (IEP); free-play observation of parent and child; assessment of family needs and development of an individualized family plan; sessions with a family therapist; and optional participation in parent and sibling groups. Families carried out play and learning activities at home between weekly intervention visits. As measured by HOME Inventory, maternal involvement, availability of play materials, and overall home environment ratings significantly increased for the experimental group. Scores for the comparison group did not change over the 6-month period. (Author/JW)

ED 280 295 FL 016 560

Arth, Thomas O.
Revision of the Basic and Intermediate English Language Tests.
Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
PUB DATE- Dec 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Armed Forces; Comparative Analysis; Correlation; Difficulty Level; *English (Second Language); Foreign Countries; *Foreign Nationals; Government Employees; Language Proficiency; *Language Tests; Multiple Choice Tests; Reading Tests; *Test Construction; *Test Items; Test Reliability; Test Validity; Writing Skills

The process of revising and validating two English language tests used by the United States armed forces in hiring foreign nationals overseas is described. Development of the item banks and classification of items are outlined, and field testing in the United States and overseas is described. The tests were the basic and intermediate level language skills measures. The basic-level test's format and content were retained, but the number of items in each subtest was increased. The intermediate-level test was revised to include multiple-choice subtests for reading, writing, and listening and an oral interview. Field testing consisted of administration of both the original and the revised versions and comparison of results. High correlations were found between the revised tests and the original tests and other measures of validity. Use of the revised versions in place of the originals is recommended. (MSE)

ED 280 371 HE 020 187

Arredondo, Victor A.
The Comprehensive Program for the Development of Higher Education: National Strategy (1987-1988).
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Educational Development; Educational Needs; *Educational Trends; Enrollment Trends; Financial Problems; Foreign Countries; *Higher Education; Needs Assessment; *Public Policy
IDENTIFIERS- *Mexico

Developments in Mexican higher education and an agenda for a national strategy for 1987-1988 are discussed in a paper prepared for the Mexican secretary of public education. Higher education has experienced quantitative growth and geographic decentralization of educational services. To accommodate the growth in the student population, increasing numbers of teachers have been employed. Additional positive developments include: increased numbers of technological institutes, the creation of terminal intermediate educational programs, and the incorporation of the concept of university autonomy into the nation's constitution. On the negative side, the following are cited: the copying of academic programs from traditional areas of knowledge without paying attention to social needs; financial problems, leading to disparity among educational subsystems; resource allocation primarily to teaching and administrative functions; and decreasing salaries and investments in research and extension activities. The national strategy for 1987-1988, called the Comprehensive Program for the Development of Higher Education, seeks to improve academic standards, to consolidate the national system of higher education, and resolve financial difficulties. The national strategy takes into consideration national productivity needs, and the improvement of curriculum and research within higher education.(SW)

ED 280 385 HE 020 236

Budig, Jeanne E.
Evaluation of Administrators by Subordinates: A Cafeteria Approach. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Evaluation Methods; Higher Education; Questionnaires; *Rating Scales; *Supervisors; *Teacher Administrator Relationship; Two Year Colleges
IDENTIFIERS- *AIR Forum; Vincennes University IN

The use and refinement of an innovative administrative evaluation system that has been operational at Vincennes University Junior College (Indiana) for 5 years are described. All professional university employees are annually given the opportunity to evaluate all personnel with supervisory responsibility who are above them in the chain of command. The purpose of the evaluation is self-improvement. The "cafeteria system" allows each administrator to select those items on which he or she will be evaluated, and also includes a university-wide core of items on which all staff members are evaluated. The evaluation instrument, which is appended, contains 99 items. Each respondent chooses 15 items on which he/she will be rated from the following categories:

evaluating personnel; community relations; openness and flexibility; planning, budgeting, and prioritizing; leadership; personnel management; communication; overall perception of performance; promotion of quality programming; and organization. Each staff member is also rated on 15 core items, which are listed. A sample rating form for an administrator at the college is included. (SW)

ED 280 442 IR 012 578

Rodgers, Robert J.; Bonja, Robert
The New 3 "R"s in Education.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (Nashville, TN, November 21-25, 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Computer Literacy; *Computer Uses in Education; Educational Change; Educational Finance; *Educational Planning; Educational Technology; Problem Solving; Staff Development; *Teacher Role; *Technological Advancement

Implementing computers and other elements of high tech into the classroom involves sound visionary planning, a comprehensive, diverse group of educators, and on-going staff development. The computer should be used as a problem-solving tool in a variety of settings and applications, the ramifications of which demand that educators in all subject areas and at all levels be computer literate and able to utilize the computer appropriately as a problem-solving tool. If the "3 'R's"--Reaching Out, Revamping, and Retraining--are properly addressed, education can begin the task of infusing high tech into educational environments. "Reaching Out" involves extending the scope and number of the personnel involved with the infusion process and requires technology leadership, computer literacy, pilot programs, and progressive involvement.

"Revamping" involves not only changes in the teacher's role and in curricula, but in the educational structure, and knowledge of computer applications will be essential. "Retraining" provides personnel with new skills and a better understanding of how to use existing skills to infuse high tech in various areas. Attention must be given to the commonality of processing data and the realization that the basis of learning is how we process information. The "New 3 'R's" are consistent with the findings of research on improving the quality of education in that they address and advocate the use of the computer and other high tech developments as creatively applied and appropriately integrated tools. (DJR)

ED 280 468 IR 051 827

IFLA General Conference, 1986. Open Forum on IFLA Core Programmes. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 18p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Developed Nations; Developing Nations; Foreign Countries; Global Approach; Information Transfer; *International Organizations; *International Programs; Library Associations; Program Descriptions
IDENTIFIERS- MARC Data Base; Transborder Data Flow; Universal Availability of Publications Programme; Universal Bibliographic Control

Papers presented at an open forum on IFLA core programs held at the 1986 general conference of IFLA include: (1) "The Current Activities of the IFLA International MARC (Machine Readable Cataloging) Programme: International MARC Project--Deutsche Bibliothek (IMP-DB)," (Dieter Wolf, Germany), which reviews the duties of the IMP-DB program and its progress on the "International Guide to MARC Databases and Services," continued work on the "IMP Newsletter," and testing of the UNIMARC format; (2) "Progress Report on the UAP (Universal Availability of Publications) Programme," which reviews activities of program staff during the past year, summarizes research activities and publications, and discusses changes in the chairmanship of the Advisory Committee; (3) "IFLA International Programme for UBC (Universal Bibliographic Control)," which discusses the publication of "Serial Holdings Statements at the Summary Level," "Recommended Standards for Cataloguing-in-Publication," and "International Cataloguing," and summarizes projects in preparation; and (4) "Progress Report on IFLA Core Programme Transborder Data Flow (TDF)" (Cynthia Durance, Canada), which describes the background of the TDF program and progress to date, and provides an outline of proposed program activities. (KM)

ED 280 499 IR 051 858

IFLA General Conference, 1986. Special Libraries Division. Section: Biological and Medical Sciences Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 88p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; Foreign Countries; International Organizations; Library Associations; *Library Cooperation; *Library Services; *Medical Libraries; Serials; *Shared Library Resources; *Union Catalogs

IDENTIFIERS- Australia; *Bibliographic Data Bases; China; Japan; *Library Development

Four papers on biological and medical sciences libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Activities and Services of Medical Libraries in Japan--Past, Present, and Future" (Kazuo Urata and Toshinobu Suga, Japan) discusses the inauguration of the Japan Medical Library Association (JMLA), the present situation of Japanese medical libraries, bibliographic control of medical literature, international cooperation, and future themes. In "The Status and Development of Biomedical Libraries in China," Daxun He of China traces the history of medical libraries in China, presents statistics on the current state of Chinese medical libraries, and discusses the provision of information services. In "Current Developments in Medical Bibliography in Australia," Sandra Henderson of Australia describes major projects of the National Library of Australia and the Australian Department of Health that have increased the scope and availability of bibliographic resources in that country. Finally, "Union Lists of Serials" (Erika Love, United States), a syllabus prepared for an IFLA Section of Biological and Medical Sciences Libraries workshop, describes the purpose, uses, and benefits of union lists of serials, and provides an introduction to the basics of union list planning and project implementation. An appendix includes a glossary of technical terms; a bibliography of articles, guidelines and standards, and related readings; and sample forms. (KM)

ED 280 513 JC 870 123

Montemayor, J. Joaquin; And Others
Student Withdrawal Survey: College Withdrawal, Spring 1986. Research Report 1.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- Sep 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Attitudes; *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A sample of students who withdrew from Mesa (Arizona) Community College (MCC) during spring 1986 was surveyed to determine reasons for withdrawal and dropout characteristics. Study findings included the following: (1) the primary reason for withdrawing was conflicting job hours, with 52% of the students who were employed working over 40 hours per week; (2) 61% indicated that they planned to return to MCC in the future; (3) counseling and placement/entry testing were the two most frequently used student services, while child care and student activities were the least used; (4) 64% of the respondents indicated that they were satisfied or very satisfied with the college, 14% said they were disappointed or very disappointed, and 10% said they were dissatisfied with instruction; and (5) while White students most frequently reported "conflicting job hours" as their reason for withdrawing, Hispanic students more frequently listed "financial reasons." (LAL)

ED 280 195 EA 019 319

Smith, Gerald R.; Gregory, Thomas B.

Major Contrasts in the Social Climates of Two High Schools in the Same Town.

PUB DATE- 21 Apr 87

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Comparative Testing; Curriculum; Governance; Group Behavior; High Schools; *Nontraditional Education; Responsibility; School Activities; *School Organization; Self Esteem; Social Control; *Social Environment; *Social Influences; Teacher Student Relationship

The social climates of two markedly different high schools are examined in this study. Although both schools reside in the same district and have the same community standards, they are different in curriculum concepts, problem-solving strategies, and size. The two schools, one a typical high school and one a smaller public alternative high school, are studied using interviews and two other sources of data. The implications of these findings regarding the schools' organizational structures are discussed. Both schools are found to meet students' needs, and both are stable. The two schools are compared in terms of the student sense of community, teachers, school structures, curricula and programs, and student performance. The effects on overall social climate of cliques within the school and of control exercised over the students are discussed in detail. On the basis of state scores on a variety of evaluation instruments, including self-esteem, understanding others, societal responsibility, and appreciating human accomplishments, the public alternative school is drastically superior. Reasons for this discrepancy are postulated. Programmatic issues are also examined. Eight references, four figures, and two tables are included. (WTH)

ED 280 251 EC 192 405

The Education of the Handicapped Amendments of 1986. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session on S.2294, the Education of the Handicapped Amendments of 1986 (July 23, 24, and 29, 1986).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 86
NOTE- 439p.; Serial No. 99-120. Parts of the document have small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Needs; *Federal Legislation; Hearings; Higher Education; Infants; *Intervention; *Preschool Education; Public Education; Special Education
IDENTIFIERS- Congress 99th; *Early Intervention; *Education of the

Handicapped Amendments 1986

Testimony is presented regarding the Education of the Handicapped Amendments of 1986 which mandates special education for handicapped children from the age of 3 and proposes a discretionary program of infant intervention. Testimony from the following agencies and associations is included: National Association of State Boards of Education; National Center for Clinical Infant Programs; Alexander Graham Bell Association for the Deaf; Consortium for Citizens with Developmental Disabilities; United Cerebral Palsy Associations, Inc.; American Speech-Language-Hearing Association; Epilespy Foundation of America; House Select Committee on Children, Youth and Families; National Association of State Directors of Special Education; National School Boards Association; Association for Retarded Citizens; American Association of School Administrators; National Governors Association; National Indian School Boards Association; American Federation of Teachers; National Conference on State Legislatures; National Society for Children and Adults with Autism; Council for Exceptional Children; Federation for Children with Special Needs; American Rehabilitation Counseling Association; American School Counselor Association; National Association of Elementary School Principals; American Rehabilitation Counseling Association; American Mental Health Counselors Association; National Council on the Handicapped; National Association of Secondary School Principals; National Education Association; United States Department of Education; and National Network of Parent Centers. (CB)

ED 280 265 FL 016 204

Newman, Roxana Ma; And Others
Proficiency Goals in African Languages with Specific Recommendations for Hausa, Lingala, and Swahili. Final Report: Re-Evaluation of Indiana University's African Language Program Goals and Objectives, Year I.
Indiana Univ., Bloomington. African Studies Program.
PUB DATE- Nov 85
NOTE- 82p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *African Languages; *College Second Language Programs; Communicative Competence (Languages); *Curriculum Design; *Educational Objectives; Hausa; Higher Education; *Language Proficiency; Lingala; Literature Reviews; Program Evaluation; Questionnaires; School Surveys; Student Educational Objectives; Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Indiana University

A discussion of language proficiency in college-level African language programs begins with a review of the literature in the broader field of foreign language learning concerning notions of language competence, proficiency, and proficiency goals. This section examines linguistic competence, communicative competence, communicative syllabus design, levels of proficiency, proficiency guidelines and scales in general, and specifically, the American Council on the Teaching of Foreign Languages guidelines. The need for proficiency goals in African language programs is discussed in general, and the related issues of materials development, instructor qualifications, student needs, course articulation, and testing are discussed in particular. Specific proficiency guidelines for Hausa, Lingala, and Swahili are also presented. A list of references and an Indiana University questionnaire on student goals in learning an African language are included. (MSE)

ED 280 281 FL 016 542

Handbook for Teaching Pilipino-Speaking Students.
California State Dept. of Education, Sacramento. Bilingual Education Office.
PUB DATE- 86
NOTE- 97p.
AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Classroom Techniques; Comparative Analysis; Contrastive Linguistics; *Cultural Background; Curriculum Design; Demography; Directories; Educational Objectives; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; Language Skills; *Limited English Speaking; *Native Language Instruction; Parent Attitudes; Program Development; Reading Instruction; Second Language Instruction; Sociocultural Patterns; *Tagalog; Teaching Guides; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *California; *Philippines

A handbook for teachers and administrators dealing with limited-English-speaking native Pilipino-speaking students in the schools gives information on the unique historical, sociocultural, and linguistic characteristics of this group and provides information about educational resources. It begins with an overview of Filipino immigration history, distribution in the United States, educational background, schooling problems, and parental attitudes. The second chapter looks at historical and sociocultural factors affecting Filipinos in the Philippines and in California. Chapter 3 outlines characteristics of the Pilipino language, including language distribution in the Philippines, features of Philippine languages, the controversy over a native language in the Philippines, the implications for language instruction in the United States, differences between Pilipino and English, characteristics of written Pilipino, and notes on the interrelationship of language and culture. The fourth chapter suggests instructional and curriculum strategies for Pilipino language development, including methods for teaching reading and writing in Pilipino, oral English instruction, bilingual reading instruction, criteria for introduction of English reading, and comments on exposure to English and Pilipino. A glossary, reference list, resource directories, and sample materials and objectives for writing in Pilipino are appended. (MSE)

ED 280 313 FL 016 578

Webster, Marian; Belmont, Susan
Easing the Transition: Teaching Migrants in the Orderly Departure Program.

PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Acculturation; Coping; Cultural Awareness; *Culture Conflict; Foreign Countries; Goal Orientation; *Immigrants; Problem Solving; Program Design; Program Effectiveness; *Refugees; Social Integration; *Stress Management; Uncommonly Taught Languages; Vietnamese People
IDENTIFIERS- *Orderly Departure Program (Thailand)

Immigrants leaving Vietnam through the Orderly Departure Program in Bangkok, Thailand, experience stress and difficulties very different from those endured by refugees fleeing by land or boat. The cultural orientation program addresses their needs to assimilate their loss, gain equilibrium, and get resettlement guidance and information. These refugees fall into two groups: those who will go directly to the United States and those who go to the Philippines for a 5-month refugee training program. The first group receives 9-12 hours of preparation, in which participants discuss their hopes and feelings, examine their expectations of Americans, look at cultural differences, study the cost of living and employment in the United States, prepare for new experiences such as the airplane flight and being new in school, discuss family and community life, learn where the United States is, and talk about culture shock. The second group participates in a 2- to 4-hour orientation session regarding the trip to and life in the Philippines center and on resettlement issues. Separate classes are provided for unaccompanied Amerasian minors, focusing on feelings and the experiences ahead. Staffing issues include resolution of intercultural stresses as well as working closely together to help anxious participants cope with stressful situations. (MSE)

ED 280 357 HE 020 172

Sparks, Bernard I.
Optometric Education at the Southern College of Optometry: Is It Gender Biased?

PUB DATE- Nov 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Science Research; Higher Education; *Optometry; Questionnaires; *Sex Bias; *Teacher Student Relationship
IDENTIFIERS- *Southern College of Optometry TN

The question of whether clinical faculty members at the Southern College of Optometry treat students differently on the basis of gender was investigated. Of the 21 full-time faculty members, 14 completed a survey using short scenarios to evaluate gender bias. Findings indicate that the respondents appeared to provide equal and unbiased treatment of students of both sexes. However, the conclusions are based on only 70% of the faculty and the data were collected with a survey that has not been scientifically validated as a reliable measure of gender-biased attitudes. The two versions of the survey, each consisting of three scenarios, are appended. (SW)

ED 280 455 IR 012 591

Manarino-Lettett, Priscilla; Cotton, Brenda
Attitudes of Teachers Toward the Use of Computers in the Schools.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computers; *Educational Needs; Elementary Secondary Education; Inservice Teacher Education; Instructional Effectiveness; Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Computer Anxiety; Empirical Research; Fayette State University NC

A questionnaire administered in 1986 to 87 graduate students, of whom 97% were currently teaching, elicited data on six aspects of teachers' attitudes toward computers: (1) computer anxiety; (2) instructional use of computers; (3) computer usage and accessibility; (4) use of computers by students; (5) educators' level of computer training and competence; and (6) educators' needs for training. Analysis of the responses indicated that the subjects no longer view computers as a threat to their jobs; half of the respondents believed computers should be used in all subject areas and that teaching computer literacy is the responsibility of teachers on all grade levels, but more than half of them indicated a preference for traditional teaching methods; many of the respondents felt that students enjoy using computers and should have more access to them, but only a third of them believed that students learn faster on computers; many respondents reported having received some inservice or formal training on computers, but felt that they maintained a low level of computer competence and that all teachers should be trained for computer usage. It was concluded that teachers need to understand that computers have the potential to assist in the teaching/learning process and be provided with both opportunities to acquire appropriate computer skills, and reasonable access to adequate computer facilities. Six references are listed and survey data are displayed in six tables. (MES)

ED 280 484 IR 051 843

IFLA General Conference, 1986. General Research Libraries Division. Section: University Libraries and Other General Research Libraries. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 39p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; Developed Nations; Electronic Publishing; Foreign Countries; Foreign Language Periodicals; Higher Education; International Organizations; Library Associations; *Library Networks; *Research Libraries; *Scientific and Technical Information; *Shared Library Resources; Union Catalogs

IDENTIFIERS- *Japan

Four papers on university libraries and other general research libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Activities of the National Centers for Overseas Periodicals" (Keinosuke Imamura, Japan) describes the functions of the eight Japanese university libraries designated as National Centers and their role in the Japanese science information system. In "Japanese University Libraries in a National Network," Tamiko Matsumura of Japan discusses interlibrary cooperation, the provision of photocopy service in interlending, the provision of reading service to external users, and the government's role and the science information system. Statistics on university libraries are presented in six tables. "Union List of Periodicals (ULP) Database and Science Information System (SIS) for the Academic Researchers of Japan" (Masamitsu Negishi, Japan) considers the ULP as a function of the SIS, problem areas in library automation, periodicals systems and the ULP, and system use fees. The text is supplemented with two figures. Finally, in "Scientific Journals and Electronic Publishing," Ulrich Wattenberg of Japan briefly considers the future of electronically distributed scientific journals. (KM)

McAninch, Harold; And Others
Two-Year Intercollegiate Athletics: Student Eligibility, National Governance, and CEO Involvement.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 23 Mar 87
NOTE- 91p.; Report prepared by the Ad Hoc Intercollegiate Athletics Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Administrator Attitudes; *Administrator Role; Athletes; *College Athletics; College Presidents; Community Colleges; *Eligibility; Governance; National Surveys; Program Administration; *Two Year Colleges

In 1986, a survey of 969 two-year college chief executive officers (CEO's) was conducted to determine the extent of the colleges' involvement in intercollegiate athletics, National Junior College Athletic Association (NJCAA) and athletic conference memberships, perceptions of NJCAA's new eligibility rules, institutional eligibility requirements, the CEOs' involvement with the athletic program, and perceptions of the need for a national governance structure. Study findings, based on a 57% response rate, included the following: (1) 67% of the colleges had either men's or women's intercollegiate programs with varying numbers of sports; (2) 81% were members of the NJCAA, and 89% belonged to at least one athletic conference; (3) only 25% of the CEO's felt the new rules were an improvement, while 56% said they were worse; (4) 75% felt academic progress standards should be computed on a term rather than an annual basis to determine athlete eligibilty; (5) 48% disagreed that part-time students should be eligible for athletics and 44% agreed; and (6) 66% felt that future eligibilty rules should be more stringent, 25% felt they should stay the same, and 10% were either undecided or indifferent. Based on study findings, recommendations were developed, focusing on such areas as joint efforts by the NJCAA and the American Association of Community and Junior Colleges to obtain greater CEO involvement in policy oversight; the formation of a National Advisory Board of CEO's to the NJCAA; the formation of a single national athletics governance structure for all two-year colleges; the incorporation of standards of academic progress into eligibility requirements; and the monitoring of part-time student athletes. The survey instrument and results by region are appended. (EJV)

ED 280 540 JC 870 181

Kintzer, Frederick C.

The Harambee Institutes of Science and Technology in the Republic of Kenya: Report of a Study, 1986-1987.

SPONS. AGENCY- Council for International Exchange of Scholars, Washington, D.C.; United States Information Agency, Washington, D.C.

PUB DATE- 87

NOTE- 150p.; Fulbright Senior Research Paper.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)

DESCRIPTORS- *Educational Development; *Educational History; Foreign Countries; Futures (of Society); *Institutes (Training Programs); Postsecondary Education; *Technical Education; *Technical Institutes; Vocational Education

IDENTIFIERS- *Harambee Institutes of Technology (Kenya); Kenya; *Short Cycle Education

This report describes a 6-month study of Kenya's Harambee Institutes of Technology. Part I traces the history of western education in East Africa, explores the growth of technical education from the 1930's to the present, and explains the Harambee self-help movement, which emerged from the determination of the Luo and the Kikuyu people to remove themselves as far as possible from the influence of European missionaries. Part II focuses on the Harambee Institutes. First, two pre-institute developments are examined: the Kintzer-Goodman Kenya Student Project (1962-64) and Medsker's recommendations concerning the establishment of a junior college in Kenya in 1962. This section also discusses the beginnings of the Harambee Institute; provides reports on individual schools, including college histories, interview results, summaries of materials, and observations made during visits; and offers comparisons with other short-cycle educational systems. Finally, part III discusses the future of the Harambee Institute Movement, including suggestions for realizing the system's possibilities and potentialities. (LAL)

ED 280 224 EC 192 125

Price, Lynda; Johnson, Kevin E.

The Secondary to Postsecondary Transition Process for Learning Disabled Adolescents and Adults: An Annotated Bibliography.

Minneapolis Community Coll., Minn.; Minneapolis Public Schools, Minn.; Minnesota Univ., Minneapolis. General Coll.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 86
NOTE- 39p.; A product of the Secondary/Postsecondary Transition Project. The Minneapolis Technical Institute and the eLDA Reading and Math Clinic also collaborated in the project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; Annotated Bibliographies; *College Preparation; *Delivery Systems; *Education Work Relationship; Higher Education; *Learning Disabilities; Postsecondary Education; Secondary Education; *Transitional Programs; *Vocational Education

A 75-citation annotated bibliography on the secondary to postsecondary transition of learning-disabled (LD) students is preceded by a brief review of the literature addressing the following areas: secondary education and the LD adolescent; postsecondary services and the LD adult; vocational or job-related skill development; and transition issues and theories. It is concluded that this critical transition period has not been researched enough and that, in spite of many efforts by professionals to join forces to examine this area of need, there is a great deal of disagreement and fragmentation. The citations are categorized into the four groups used in the review and consist of the secondary to postsecondary journal articles, documents, presentations, and books presenting research studies, opinions, teaching methods, and discussion about the secondary to postsecondary transition of LD students. Most documents cited were written after 1980. (CB)

ED 280 328 HE 020 143

Hayden, Linda
Rural Public Transportation: An Instructional Module.
West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Dec 85
NOTE- 161p.; For related documents, see HE 020 138-144.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Instruction; Engineering Education; Graduate Study; Higher Education; Innovation; *Instructional Materials; Public Administration Education; *Public Facilities; Research Utilization; *Rural Areas; Technology Transfer; Theory Practice Relationship; *Transportation; Undergraduate Study

A concept-based introduction to rural public transportation is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, sociology, and technology. Rural public transportation involves systems in rural and small urban areas with populations under 50,000 people. The unique transportation needs of rural areas and problems in designing such a system are considered. Attention is also directed to: the variety of service providers and operators in rural transportation and examples of various provider and operator modal options; organizational structures to meet transportation needs in rural areas; the need-based approach to planning; the process of market segmentation; factors to be considered in the design and implementation of rural public transportation; illustrations of how selected operations have achieved varying degrees of success; and directions for rural public transportation in the future. Appended are a glossary; the names, addresses, and phone numbers of individuals and groups that are part of a rural transit network; and a five-page reference list. (SW)

Johnston, William J., Ed.
Education on Trial. Strategies for the Future.
Institute for Contemporary Studies, San Francisco, Calif.
REPORT NO.- ISBN-0-917616-71-5
PUB DATE- 85
NOTE- 352p.
AVAILABLE FROM- Institute for Contemporary Studies Press, 785 Market Street, Suite 750, San Francisco, CA 94103 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accreditation (Institutions); Collective Bargaining; Computer Assisted Instruction; *Educational Change; Educational Objectives; Educational Technology; Educational Television; *Educational Testing; *Elementary Secondary Education; Evaluation Criteria; *Postsecondary Education; Private Schools; Public Schools; Teacher Certification; Teacher Education; Technical Institutes
IDENTIFIERS- *California

Problems and opportunities in educational reform at all educational levels are considered in this collection of 18 articles. Titles and authors are as follows: Introduction (William J. Johnston); "Evidence of Decline in Educational Standards" (Philip N. Marcus); "Standards--by What Criteria?" (Francis Keppel); "Educational Standards: A Public Educator's View" (Ruth B. Love); "Building Effective Elementary Schools" (Madeline Hunter); "Secondary Education" (Paul M. Possemato); "A View of Standards in Postsecondary Education" (Hobert W. Burns); "Educational Standards in Private and Public Schools" (Sally B. Kilgore); "California's Reform Program" (Bill Honig); "A Preliminary Diagnosis: The California Experience" (James D. Likens); "Teacher Education: Rhetoric or Real Reform?" (Bernard R. Gifford and Trish Stoddart); "Teacher Bargaining: Teacher Quality, Student Achievement, Public Control" (Robert E. Doherty); "Collective Bargaining with Educational Standards" (Albert Shanker); "Electronic Technologies and the Learning Process" (Richard Simonds, James Wiebe); "Educational Standards and the Technological University" (George Bugliarello); "A Ministry of Education for the United States? The Problem of Accreditation" (Glenn Dumke); "The Quest for Reason Amidst the Rhetoric of Reform: Improving Instead of Testing Our Schools" (Kenneth A. Sirotnik, John I. Goodlad); and "America's Schools: The Mission" (Ernest L. Boyer). (SW)

ED 280 400 HE 020 251

Dold, Charles N.; Duff, Franklin L.
A System for Monitoring the Adjustment of Graduates to the Changing Job Market. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 45p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; *College Graduates; College Programs; Comparative Analysis; Computer Oriented Programs; *Education Work Relationship; *Employment Experience; *Graduate Surveys; Higher Education; Information Systems; Institutional Research; Job Satisfaction; Labor Market; Learning Experience; Longitudinal Studies; *Majors (Students); Salaries; Student Attitudes; Unemployment
IDENTIFIERS- *AIR Forum; *University of Illinois

A computerized system set up at the University of Illinois for monitoring graduates and their experiences in the labor market is discussed, along with trends among graduates that have occurred over an 11-year period. The university initiated studies of graduates in 1972. About one-third of the content of the surveys is devoted to vocational questions, 20% to postgraduation educational experiences, and the remaining 50% to respondents' views about the institution and its programs. Comparisons are made for bachelor's graduates one year after graduation by field of study for 1974, 1976, 1977, 1979, and 1982. The following disciplines are covered: business, education, engineering, mathematics and sciences, social sciences, and humanities. The comparison concerns the following variables: the unemployment rate, the percentages of students who secured their first job prior to graduation and after graduation, level of job satisfaction, attitudes toward the college major, and an average salary index. Also considered are longitudinal data on these variables for the class of 1973. Based on the results, it is suggested that post-graduation experiences of college graduates may not match the general job market trends for graduates. (SW)

Ball, Robert
Strategic Planning in British Universities. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Planning; Economic Factors; Educational History; Educational Quality; *Enrollment Trends; Foreign Countries; *Government School Relationship; Higher Education; *Institutional Research; Public Policy; Resource Allocation; *Retrenchment
IDENTIFIERS- *AIR Forum; *Great Britain; Strategic Planning

Strategic planning in British universities since 1960, during periods of both expansion and retrenchment, is reviewed. Planning approaches undertaken by the government and institutions in different economic environments are explored, along with the contribution of institutuional researchers to the planning process. Background information about the British university system and its relationship to the state is included. During the 1960 to mid-1970 period, university access and the size of the university system increased significantly. Planning was incremental and focused on meeting future student target numbers, and enrollment and course choices were important to the planning process. Student flow models and workload models for resource allocation were of concern to researchers. During the 1970s, the government continuously reduced its student number target for the 1980s. Education policy and access to college became dependent on year-by-year public expenditures. Long-term planning and strategic planning were not undertaken during the period of retrenchment; however, greater emphasis was placed on identifying quality and institutional strengths using performance indicators and portfolio analysis. (SW)

ED 280 430 IR 012 566

Gindele, John; Gindele, Joseph
General Education, Technology Education, and Industrial Technology in Japan. (An Internship Experience).
PUB DATE- Sep 85
NOTE- 63p.; Report for the degree of Doctor of Industrial Technology, University of Northern Iowa.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Comparative Analysis; Cultural Traits; Developed Nations; *Educational Environment; *Educational Practices; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Industry; *Labor Force Development; *Technical Education; Technology Transfer; Vocational Education; *Work Environment
IDENTIFIERS- *Japan; United States

This comprehensive report on education and industrial technology in Japan begins with general descriptions of the size of the country, its economy, and the Japanese people and their cultural values. Comparative data are then presented to demonstrate differences between Japanese and American workers. Japan's intense education orientation, both historically and currently, is noted as an introduction to a general description of the Japanese educational system, including educational facilities and environments; teachers and their union; student characteristics; the national curriculum from kindergarten through high school; and national examinations for admission to a high school or a university. The major strengths and weaknesses of educational practices in Japan are identified, as well as practices which the United States should avoid. The emphasis on technical training in higher education in Japan is then discussed, and an overview is provided of the current status of vocational and technical schools as well as the universities. A discussion of industrial technology in Japan provides insights into Japan's unique government/industry relationship, as well as an overview of its industrial policies, practices, and outlook; personnel policies/management methods; production control; and differences between the Japanese and U.S. philosophies of human resource development. The concluding section uses Japan as example in discussing the need for world cooperation. A 51-item reference list is provided. (DJR)

ED 280 554 PS 016 284

Education Success for All: Better Beginnings--Stronger Completions. 1986 Regents/Commissioner's Regional Conferences. Discussion Guide.

New York State Education Dept., Albany.

PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; *Dropouts; Early Childhood Education; Elementary Education; *High Risk Students; High Schools; *High School Students; *Intervention; Outcomes of Education; *Preschool Education; State Programs
IDENTIFIERS- *New York

These discussion guides for the 1986 regional conferences focus on (1) early childhood education, and (2) increasing the number of students who complete high school. The early childhood material consists of an introductory comment about the expansion of preschools which includes a review of research literature concerning lasting effects of preschool education, the quality of schools and teaching, and reform movements and change in kindergarten through grade three. Suggested discussion questions on important problems and needed actions in early childhood education are then listed. The material on high school completion provides an introductory comment illustrating the need of some students for special help to stay in school, reasons students give for dropping out of school, information about factors increasing dropout rates, and steps schools should take to help students at risk of dropping out. Subsequent discussion focuses on appropriate interventions for students in grades pre-K through 3, 4 through 6, 7 through 8, and 9 through 12, including treatments for out-of-school youth between 16 and 21 years of age. Following this, five discussion questions about increasing high school completions on both the state and local levels are listed and conclude the document. (RH)

ED 280 569 PS 016 371

Spodek, Bernard

The Knowledge Base of Kindergarten Education.

PUB DATE- 9 Jan 87
NOTE- 21p.; Paper presented at the Five-Year-Olds in School Conference (East Lansing, MI, January 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Educational Change; *Kindergarten; *Literacy; Piagetian Theory; *Prereading Experience; Primary Education; Public Schools; *Socialization

After introductory remarks on the magnitude of changes that have taken place in early childhood education within the last 30 years, discussion focuses on early childhood research related to cognitive learning, social learning, and literacy. Social learning in kindergarten is discussed in terms of research findings on the effects of positive social reinforcement, nurturance, modeling, the need to set clear expectations for student behavior, the assignment of personal attributes, peer group membership, and the need to learn the student role. The topic of kindergarten and literacy is discussed in terms of approaches to early reading instruction, reading readiness programs, programs integrating reading and writing with children's ideas and vocal utterances, programs emphasing comprehension, and the characteristics of a literacy-rich kindergarten environment. Cognitive learning in early childhood education is discussed in terms of research based on a Piagetian perspective. Brief concluding remarks focus on current knowledge bases for designing and implementing an appropriate kindergarten curriculum, and the need for teachers to integrate their professional knowledge with community wishes for kindergarten instruction. (RH)

ED 280 183 EA 019 305

Anderson, Patricia S.; Gabriel, Roy
The School Profiling Guide: School Related Behavior. Program Report.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Behavior; Behavioral Objectives; Data Collection; Elementary Secondary Education; Long Range Planning; Objectives; *Profiles; Self Evaluation (Individuals); Student Attitudes; *Student Behavior; *Student Evaluation

This guide is designed to assist school personnel to profile their data on student behavior to support school improvement goal setting. A profile is a document that presents a broad description of student performance in the areas of academic achievement, behavior, and attitude. The profiling process is outlined in eight steps: (1) plan the profile, which requires attention to potential measures of student behavior and the problems of measuring such behavior; (2) plan the data collection, determining how the data should be reported; (3) collect the data, using existing data, designing new data collection systems and developing and using self-report instruments; (4) prepare the data tables depending on how much and what information is being collected; (5) report the results, determining the most important comparisons and what is most relevant to the school; (6) develop narrative statements that represent the most important facts in the data; (7) evaluate the findings, drawing the most important narrative statements together and ranking the findings; and (8) create goal statements that reflect desirable accomplishments for the coming year and that include both long- and short-range goals. Each of these steps is described in detail, and 7 tables and 16 figures illustrate the process. (WTH)

ED 280 210 EC 191 798

Monsaas, Judith A.
The Competitiveness of Highly Accomplished Individuals in Four Talent Fields.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; *Competition; *Gifted; *High Achievement; Interviews; Mathematics; Motivation; Music; Parent Attitudes; Swimming; *Talent; Teacher Attitudes; Tennis; Values

The study examined competitiveness among eight very high achievers in four talent fields: research mathematics, concert piano, swimming, and tennis. Retrospective interviews had previously been conducted with the subjects as part of B. Bloom's "Development of Talent Project." A 14-statement instrument was developed and applied to interview protocols. Five statements concerned competitiveness of the parents, two statements dealt with the importance of winning or being best to coaches or teachers, and five statements addressed the competitiveness of the individual. Results indicated that there is variation across the talent fields in the level of competitiveness and that the talented individuals in the two athletic fields, as well as their parents and teachers, were more highly competitive than individuals in the non-athletic fields. Mathematicians appeared to be the least competitive in the four talent fields. Findings suggest that the different levels of competitiveness may be related to the different methods used for judging success or achievement. In all families, doing well was an important value. (DB)

ED 280 237 EC 192 138

PRISE Reporter, Volume 17, October 1985-June 1986.

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.

SPONS. AGENCY- Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; *Child Abuse; Classroom Techniques; *Disabilities; *Education Work Relationship; Elementary Secondary Education; *Instructional Effectiveness; *Interpersonal Competence; Peer Influence; Preschool Education; State Programs; *Teacher Role; Transitional Programs
IDENTIFIERS- Pennsylvania

This collection of five issues of the PRISE Reporter examines concerns regarding the education of handicapped students. In addition to a major article, each issue typically includes publication reviews, test reviews, instructional material reviews, a research brief, and a listing of dissemination events. Major articles have the following titles and authors: "Dealing with the Abuse of Children: The Teacher's Role" (S. Craig); "Peer-Mediated Instruction for Young Children's Social Skill Deficits" (P. Strain); "Tips for Managing Problem Behaviors" (P. Campbell et al); "Pennsylvania Accepts Challenge of Transition" (J. Maitin); and "Is There a Recipe for Effective Instruction?" (S. Christenson). Research briefs are on the following topics: self-protection skills for the handicapped, use of the "proximity model" wherein non-handicapped children are included with handicapped children in preschool programs, the skill streaming technique for teaching prosocial skills, the employment status of handicapped youth, and effective teaching in special education. (DB)

ED 280 296 FL 016 561

Catran, Jack
How to Speak Standard American English without a Foreign Accent. Filipino Edition.
PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking; *English (Second Language); Error Patterns; *Filipino Americans; Immigrants; Individual Instruction; *North American English; *Phonology; *Pronunciation Instruction; *Second Language Learning; Tagalog; Uncommonly Taught Languages; Vowels
IDENTIFIERS- *Accents

This transcript of and guide to a two-cassette course designed to assist Filipino immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 372 HE 020 188

Mercado del Collado, Ricardo
Participative Evaluation for Forming Higher Education Policy: The National Higher Education Planning System.
PUB DATE- Mar 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Planning; Coordination; *Educational Cooperation; Foreign Countries; *Higher Education; Needs Assessment; *Public Policy
IDENTIFIERS- *Mexico

Higher education planning in Mexico is discussed, with attention to: conceptual characteristics of Mexico's higher education planning system; relationships among the national, regional, state, and institutional planning levels; and design and operation of the Comprehensive Program for the Development of Higher Education. Responsibilities of national coordinating bodies, regional council, state commissions, and institutional planning units are identified. Since the establishment of a national planning system in 1978, different sectors and governmental bodies have cooperated in the design of educational policy. General planning guidelines were developed, and national and state goals were articulated. Planning efforts concentrated on functions of teaching, research extension, and administrative support. The Comprehensive Program for the Development of Higher Education was the result of 1 year of meetings and assessments among the different planning levels. A technical advisory board, as well as four specialized technical groups, were created. Problems in higher education were identified, and remedial strategies were proposed. (SW)

ED 280 386 HE 020 237

Oerly, Diane
Decision Support: The Keys to Success. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Planning; Computer Oriented Programs; *Databases; *Decision Making; *Departments; Higher Education; *Institutional Research
IDENTIFIERS- *AIR Forum; *Decision Support Systems

Characteristics of a decision support system (DSS) and factors that influence system design are described, along with a decision support database at the University of Missouri-Columbia. Reasons that the institutional research office is in a unique position to support decision-making are identified. A review of the literature of DSS briefly covers three types of managerial activities: strategic decision-making, management control, and operation control. Each of these activities requires separate planning and control systems. Attention is directed to: decision theory and style, which is an important precursor to the design of a DSS; the proliferation of personal computers; the institutional environment (e.g., graduation requirements of different schools within the university); and the conversion of data into information. At UMC, the development of a departmental database (DDB) provided a mechanism for integrating the data from different sources into the information needed for strategic decision-making and control. One of the primary functions the DDB performs is to convert all data from operational systems to a single departmental structure. The contents and uses of the DDB are described. (SW)

ED 280 443 IR 012 579

Stemmer, Paul M., Jr.; Carlson, Elizabeth Uzdavinis
Addressing the Challenges of Training Competent Trainers in Computer Literacy.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Teacher Education; *Computer Literacy; Inservice Teacher Education; Instructional Development; *Learning Modules; Postsecondary Education; *State Programs; *Training Methods
IDENTIFIERS- University of Michigan
This report on the TMT (Training Modules for Trainers) Project, part of the Special Discretionary Grant Program developed by the Michigan Department of Education (MDE) in response to the need for coordinated training activities, begins with a discussion of the emerging problem of upgrading teachers' computer literacy skills. A description of the project is then presented, including the establishment of five regional Software Evaluation and Training Centers to create training modules; the competency-based trainer-of-trainers model used for creating modules for both teachers and their trainers; seminars conducted to establish educational computing competencies; the TMT modules, including their format, their use with various audiences, and steps in their use; and a 3-day workshop conducted in April 1985 to give initial training and pilot five modules. Preliminary observations of training sessions at different sites with participants from diverse fields of education are reported, noting the needs both for adaptation of the instructional materials for different groups, and for additional incentives to attract participants. It is concluded that the success of the modules is due to their relevance and currency, and that the project needs to encourage participation by providing a uniform format for sharing and discussing critical issues in training Michigan teachers in the best use of microcomputers. Two references are listed and an example of a computer conference session is appended. (DJR)

ED 280 469 IR 051 828

IFLA General Conference, 1986. LIBER. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 40p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Studies; Catalogs; Developed Nations; Foreign Countries; International Organizations; Library Associations; *Library Collection Development; *Library Collections
IDENTIFIERS- *Far East; Sweden; United Kingdom; West Germany

Three papers on special book collections were presented at the 1986 IFLA general conference. They include: (1) "Far Eastern Collections in the United Kingdom" (B. C. Bloomfield, United Kingdom), which discusses the background of Eastern Studies in the United Kingdom (UK) and the coordination of library provision for Far Eastern materials, and provides a brief survey of the major Far Eastern library collections in the UK; (2) "Ostasiatiska Biblioteket--The Far Eastern Library of Sweden" (Lars E. Fredriksson, Sweden), which discusses the development of the Ostasiatiska Biblioteket collections, the first acquisitions of Far Eastern material and the development of Far Eastern Studies in Sweden, problems of institutions not devoted solely to Far Eastern material; problems of specialized libraries; and suggestions for the future, international library associations, and automation; and (3) "Far Eastern Collections in the Libraries of the Federal Republic of Germany" (Helga Dressler, West Germany), which describes current efforts to improve acquisition of and access to East Asian materials, including the compilation of a central catalog for East Asian materials and the improvement of book and periodical distribution at the national and international levels. (KM)

ED 280 514 JC 870 124

Montemayor, J. Joaquin; And Others
Graduate Follow-Up Survey Report, Spring 1986. Research Report 2.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- Sep 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Two Year Colleges

In September 1986, a graduate follow-up survey was conducted at Mesa (Arizona) Community College (MCC) to determine graduates' perceptions of the college, and transfer and employment experiences. Study findings, based on responses from 336 graduates, included the following: (1) graduates gave the highest ratings to quality of instruction, class size, instructor interest, and the adult/re-entry program; and the lowest ratings to job placement, counseling, and student activities; (2) about 24% of the occupational students and 66% of the academic students were attending another school at the time of the survey; (3) about 21% of the graduates reported having trouble transferring, with most of the problems related to the transfer of credit or transcript difficulties; (4) 55% of the transfers categorized themselves as seniors or graduate students at the transfer institution, 68% were full-time students, and 81% rated their preparation at MCC as satisfactory or excellent; (5) for the 97 employed graduates, the average monthly salary was $1,857; (6) academic graduates tended to rate their MCC coursework higher than occupational graduates; and (7) of the employed graduates who were not working in the field for which they were trained, 23% reported that they could not find a job in that field, and 24% said that they preferred to work or found a better paying job in another field. A discussion of the usefulness of value-added data is included in the study report. (LAL)

ED 280 196 EA 019 346

Daresh, John C.
The Beginning Principalship: Preservice and Inservice Implications.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Guides;

*Administrator Role; Elementary Secondary Education; Inservice Education; *Instructional Leadership; Interpersonal Competence; Job Satisfaction; Job Skills; Mechanical Skills; *Principals; Professional Training; Socialization; Supervisory Training
IDENTIFIERS- *Beginning Principals

Career opportunities for those seeking school principalships should be available if predictions are correct, yet many inexperienced principals will fail when confronted by the first challenges inherent in a position of educational leadership. This study reviews some of the major problems and issues that appear to be characteristics of the beginning years of the principalship. A series of recommendations strengthening the leadership contributions of incoming administrators are also made. The findings from intensive, indepth interviews conducted with 12 first- and second-year principals pertain to (1) role clarification problems and difficulty handling authority and responsibility; (2) technical expertise problems, both in procedural or technical expertise and in interpersonal skills; and (3) socialization to the profession and the system issues. Recommendations include (1) increasing future administrators' awareness of the fundamental features or "realities" of the principal's job; (2) providing opportunities to reflect on the actual purpose behind the skills of the job; (3) creating more specialized inservice training programs; (4) reducing feelings of isolation through a "buddy system" enabling the new principal to receive feedback; and (5) providing a more experienced principal to turn to for advice. Seventeen references and an appendix conclude the paper. (WTH)

ED 280 252 EC 192 406

Cooney, Margaret; Mullen, T. Patrick
Student Attitudes toward Disabled Persons.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Community Surveys; *Disabilities; High Schools; *High School Students; Mainstreaming; *Peer Acceptance; Postsecondary Education; Sexuality; Social Attitudes; *Student Attitudes
IDENTIFIERS- California (San Bernardino)

High school (N=116), community college (N=88), and state university (N=105) students residing in San Bernardino, California, responded to a 20-item, 5-point Likert-type questionnaire regarding social, sexual, career, and educational attitudes toward persons with disabilities. Students also identified their perception of the term "handicapped" and identified which disability they would most dislike having, which was mental retardation. Results demonstrated positive attitudes toward disabled persons. The four most positive attitudes were expressed in items which dealt with having a disabled person as a friend, willingness to sit by a disabled person on a plane, voting for a handicapped person for senator, and believing that a handicapped person could be a good teacher. Students strongly disagreed with statements asserting that handicapped people should not be allowed to marry, have little interest in sexual matters, do not need sex education classes, and are not qualified for most employment. Persons with higher educational levels tended to have more positive attitudes about disabled people. These results can be put to use by rehabilitation counselors who can educate nondisabled persons about the actual abilities, particularly in the workplace, of disabled individuals. (CB)

ED 280 266 FL 016 331

Puhl, Carol A.
Report on the Basic English Language Skills Project (BELS).
PUB DATE- 23 Aug 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Afrikaans; *Basic Skills; *College Second Language Programs; College Students; *Developmental Programs; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; *High Risk Students; Language Skills; Program Effectiveness; Program Evaluation; School Holding Power; *Screening Tests; Uncommonly Taught Languages

IDENTIFIERS- *University of the Western Cape (South Africa)

South Africa's University of the Western Cape developmental program in English as a second language is described and discussed. The program was designed to improve the academic achievement of native Afrikaans-speaking first-year students by improving their English competence. The students are a high-risk subgroup of students in a general developmental English course. In its history of less than two years, the experimental program has improved the course passing rate and the student retention rate and caused an increase in research and experimentation with methods, materials, and testing. The small-group instruction, communicative emphasis, high-quality staff, and additional resources are seen as distinct program advantages. Areas of concern include the influence of frequent boycotts on and off campus, the need for additional space and human and other resources, perceived pressure to produce results, the need for clarification of objectives and emphases, and the need for some syllabus redesign. Recommendations include exploration of new instructional and testing materials and further research concerning the results of this program and comparisons with other, similar programs. A description and analysis of the screening test used for the program are also included. (MSE)

ED 280 358 HE 020 173

Willingham, Warren W.; Morris, Margaret
Four Years Later: A Longitudinal Study of Advanced Placement Students in College. College Board Report No. 86-2.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-46
PUB DATE- 86
NOTE- 52p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Advanced Placement Programs; *College Bound Students; College Students; Comparative Analysis; Educational Background; Evaluation Criteria; Grades (Scholastic); Higher Education; Longitudinal Studies; Majors (Students); Occupational Aspiration; *Predictor Variables; Questionnaires; Selective Colleges; Sex Differences; *Student Characteristics; Student Evaluation
IDENTIFIERS- Personal Qualities Project

The college careers of students who had participated in the Advanced Placement Program (AP) in secondary school were studied, based on extensive information on 4,814 students who participated in the Personal Qualities Project, a longitudinal study in nine colleges and universities. The project included information on 1,115 AP and 3,699 non-AP students. The two groups were contrasted on a number of measures: background characteristics, special achievements in secondary school, goals and interests, experience in college, and different measures of success. Various subgroups of AP students were also compared. Areas of study included: how AP and non-AP students compare at the time of college entry; whether AP and non-AP students take a similar academic program on a similar schedule; how AP students perform academically through 4 years; whether there are differences between AP and non-AP students generally comparable for major groups of students; whether advanced placement in particular subjects reduces the likelihood of students taking college coursework in those areas; and whether the AP grade is a useful predictor of college performance. The Personal Qualities in Admissions Research Questionnaire is appended. (SW)

ED 280 456 IR 012 592

Blubaugh, William L.
Choosing the Ethical Path to Excellence in Computer Education.
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Conference on Microcomputers in Education (6th, Tempe, AZ, March 12-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Instructional Improvement; Learning Theories; Mathematics Curriculum; *Mathematics Education; Research Needs; School Districts; *Teacher Education; Teacher Role

National attention has been placed on the need for the improvement of education, and teachers must become aware of the capabilities of computers for improving classroom instruction, choose appropriate software, and have a sufficient number of computers to support the software. The quality of educational computing depends on the quality of software selected and the way in which it is integrated into the curriculum. Universities have the responsibility for insuring that students planning to teach and inservice teachers have experience with software, programming, and learning theory related to computer education. School districts should establish committees to review software, and provide both the opportunity and the hardware for teachers to maintain computer instruction skills. Each district needs a computer education specialist, and each school needs at least one similar specialist to relate the needs and goals of the district to individual teachers. As the use of computers and other information technologies reshapes the fundamental methods of teaching and doing mathematics, developers of high school mathematics curriculum must consider both the changing preparation of their entering students and the changing college and work environments their graduates will enter. Future research should address such questions as ways of using technology to help students model the world better and become more skilled at solving world problems. Another question relates to the mental models people hold of how computers function and how their notions affect their learning about computing. Nine references are listed. (MES)

ED 280 485 IR 051 844

IFLA General Conference, 1986. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 45p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiovisual Aids; *Disabilities; *Disadvantaged; Foreign Countries; Intercultural Programs; International Organizations; Library Associations; Library Automation; *Library Services; Program Descriptions; *Public Libraries; *School Libraries

This document includes papers on libraries serving the general public which were presented at the 1986 International Federation of Library Associations (IFLA) conference. The first paper, "Annual Reports of Sections and Round Tables of the Division of Libraries Serving the General Public" includes the following annual reports for fiscal year 1985-86: Section of Libraries for the Blind; Section for Libraries Serving Disadvantaged Persons; Section on Library Services to Multicultural Populations; Section of Public Libraries; School Libraries Section; and the Round Table of National Centres for Library Services (ROTNAC). Other papers in this document include: (1) "Past, Present, and Future of the School Library Section of IFLA" (Anne M. Galler, Canada); (2) "Audiovisual Media and Libraries for People with Disabilities" (Catherine F. Pinion, United Kingdom); and (3) "Computerizing Library Services for the Handicapped--Some Japanese Issues" (Jun Ishikawa, Japan). (KM)

ED 280 500 IR 051 859

IFLA General Conference, 1986. Special Libraries Division. Section: Geography and Map Library. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 46p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Archives; *Atlases; *Cartography; Databases; Developed Nations; Foreign Countries; International Organizations; Library Associations; *Maps; National Libraries; *Optical Disks; *Special Libraries

IDENTIFIERS- Canada; Japan; Library of Congress; United Kingdom; United States

Four papers on geography and map libraries were presented at the 1986 International Federation of Library Associations (IFLA) conference. "Generation and Utilization of Maps and Atlases in Japan," by Takashi Morita of Japan, presents an overview of the

making and uses of maps and atlases in Japan and concludes that a comprehensive national map cataloging system is needed as well as a nationwide map library or museum. Related statistics are presented in graphic format. In "Report on the Library of Congress and Other Federal Agencies' Optical Disc Development for Cartography," Ralph E. Ehrenberg (United States) presents a status report on the Library of Congress Optical Disc Pilot Program and the development of optical disk technology projects for cartographic materials at several official mapping organizations. "Map Libraries and Optical Disks" (Lorraine Dubreul, Canada) describes optical disk technology as well as applications at the National Library of Canada and the U.S. Library of Congress. Finally, "Digital Maps and Map Libraries" (Sarah Tyacke, United Kingdom) considers the issues involved in establishing a series of national geographic/cartographic databases, including monitoring database production, new forms of storage and information retrieval systems for archiving, legal deposit and copyright laws, the organization of an archive at the national level, and the necessity for setting up a consultative body. (KM)

Feasibility Study of a Public/Independent Articulation Agreement: Report and Recommendations of the Postsecondary Education Planning Commission. 1987--Report 1.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 15 Jan 87
NOTE- 46p.; Prepared in response to Section 32 of Committee Substitute for Senate Bill 726 (Chapter 86-145, Laws of Florida). Portions of appendices contain small print.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Articulation (Education); *Community Colleges; Government Role; *Intercollegiate Cooperation; Postsecondary Education; *Private Colleges; School District Autonomy; State Legislation; State Surveys; *Statewide Planning; Two Year Colleges; *Universities
IDENTIFIERS- *Florida

In response to legislative mandate, a study was conducted to determine the feasibility of developing a comprehensive articulation agreement between public and non-public postsecondary institutions in Florida. As an initial step, state higher education officers in other states were surveyed, revealing that no state had such a comprehensive agreement. In addition, presidents and academic officers at 30 postsecondary institutions in Florida were surveyed by telephone to determine their preference for either a statewide comprehensive agreement, local agreements, or some other arrangement for articulation. Only 23% of the respondents supported the concept of a statewide agreement, while 33% preferred the concept of local articulation agreements and 44% supported the idea of local articulation agreements fostered by the state through the provision of guidelines and encouragement. The study also involved a telephone survey of registrars and admissions and articulation coordinators at 32 selected postsecondary institutions in Florida, which revealed that half of the public sector registrars did not perceive a need for a statewide comprehensive articulation agreement, while all but one of the independent sector respondents reported a need for such an agreement. Recommendations are included. Appendices provide relevant legislation, survey response data, examples of articulation, and a literature review. (EJV)

ED 280 570 PS 016 377

Kindergarten: Alaska Elementary Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Objectives; *Elementary School Curriculum; Guidelines; *Kindergarten; Models; Primary Education; State Programs
IDENTIFIERS- *Alaska

Intended as a model to aid school districts as they develop and review their curriculum documents and not intended for direct use by teachers preparing lessons, this guide to the kindergarten curriculum lists topics/concepts, learning outcomes, and sample learning objectives for children's social, physical, emotional, creative, and cognitive development. Entries in the topics/concepts column broadly define the content to be included in the study of each subject area. In the second column, learning outcomes describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Sample learning objectives, shown in the third column, are indicators of student progress toward the learning outcomes. Most of the material concerns cognitive topics, outcomes, and objectives, since that area of the curriculum includes subsections on general cognitive development, language arts, mathematics, science, art, music, social studies, and computer education. A developmental profile of the 5- and 6-year-old child is appended. (RH)

ED 280 225 EC 192 126

Aase, Susan; Price, Lynda
Using Appropriate Documentation within the Secondary/Postsecondary Transition Process with Learning Disabled Adolescents and Adults.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Office of Special Education and Rehabilitative

Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 13p.; A product of the LD Transition Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; High Schools; *Learning Disabilities; Postsecondary Education; Recordkeeping; Student Records; *Transitional Programs
IDENTIFIERS- *Secondary Postsecondary Transition Proj LD Youth

The Secondary/Postsecondary Transition Project for Learning Disabled Youth at the University of Minnesota-General College is a federally funded 3-year project designed to help learning disabled juniors and seniors in the Minneapolis Public Schools explore postsecondary educational and vocational options. The intervention consists of two parts: the cooperation of local service providers and the assistance of transition counselors who provide such services as counseling, advising, assessment, advocacy, remediation, and consultation to learning disabled students and their families as well as to school personnel. A documentation format, the Transition Plan, has been developed to be coordinated with the secondary Individual Education Plan. The plan is first put into effect during the student's junior year of high school. The plan includes the following components: past services received (level of service, diagnostic testing, amount of mainstreaming); current services received (accommodations needed, individual strengths and weaknesses); vocational goals (desired occupation, vocational testing, job experience); postsecondary goals (institution selected, needed accommodations); and specific objectives to be completed (materials/techniques to be utilized, completion dates, and persons responsible). Major strengths of the Sample Transition Plan include the use of critical information from the student's past files that directly influence postsecondary decisions. The four-page sample plan is appended. (DB)

ED 280 314 FL 016 579

Barcinas, Susan Jane; Gozar, Maria Dolores
Dramatization as a Teaching Technique in Work Orientation.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Acculturation; Class Activities; *Classroom Communication; Classroom Techniques; Daily Living Skills; Discussion; Drama; *Problem Solving; *Refugees; *Role Playing; Self Esteem; *Teacher Participation; Teacher Role; *Vocational Adjustment; Work Attitudes
IDENTIFIERS- *Philippine Refugee Processing Center

The benefits of using drama as a teaching technique became evident in the Work Orientation program at the Philippine Refugee Processing Center when a team of teachers presented two plays for their lower-level students. Students enjoyed the activity and were able to discuss work-related problems freely. As a result, the students' self esteem was enhanced. The dramatization and preparations for it can be done by teachers, students, or both, and can address common issues such as being a housewife in a strange country or employment problems. Group discussions following the dramatization encourage and assist participants in analyzing problems and formulating strategies for solving those problems. Although classroom drama requires full commitment from the teacher or teachers, the benefits are well worth the time needed for the planning, performance, and follow-up discussion. (MSE)

ED 280 416 HE 020 267

van Rosmalen, Karel; Otten, Christ
Concentrating Academic Programs in the Netherlands; An Evaluation of Political Aspects. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86

NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Decision Making; Dentistry; Evaluation Criteria; Foreign Countries; Government School Relationship; Higher Education; Medical Education; Pharmaceutical Education; *Political Influences; *Professional Education; Program Termination; Public Policy; *Retrenchment
IDENTIFIERS- *AIR Forum; *Netherlands

A nationwide process in the Netherlands is discussed in which a number of specific disciplines were concentrated in one or a few Dutch universities. The decisive roll of political arguments and consequences for future government and academic planning are addressed. Both universities and government believed that ongoing retrenchment could no longer be spread over disciplines and faculties proportionally. The Ministry of Education introduced two sets of criteria, commonly used within the context of institutional research. One set of criteria was designed to select disciplines to be concentrated; the other set to select the universities at which a chosen discipline had to be concentrated. Application of the criteria to the fields of medicine, dentistry, and pharmacy is examined. Analysis of the decision-making process and its results shows a significant contrast between the most likely outcomes of the application of the sets of criteria and the actual decisions made by the government. It is concluded that in the concentration process, the criteria can only be seen as a translation of underlying political, social, and cultural motives. (SW)

ED 280 211 EC 191 799

Greenburg, David E.
A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
REPORT NO.- ISBN-0-86586-167-6
PUB DATE- 87
NOTE- 24p.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. 315; $6.00; CEC members $5.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Consultants; *Delivery Systems; Disabilities; Educational Finance; Educational History; *Educational Responsibility; Elementary Secondary Education; *Public Education; Resource Room Programs; School Personnel; *Special Education; Special Education Teachers
IDENTIFIERS- Effective Schools Research; *General Special Education Relationship

Directed to leaders and administrators in education, the monograph reviews issues, practices, and possibilities in the interface between special educators and general educators at the service delivery or decision making levels. The first chapter examines the development of public educational systems with sections on the historical context, the present status of the resource room model, the present status of the teacher consultant model, and the possibility of system unification. The next chapter considers the concept of shared responsibility, with focus on prereferral and teaming as shared responsibilities. The third chapter discusses personnel role changes in sections on role change and preparation needs for special educators, general educators, and administrators, respectively; as well as the impact of the effective schools movement. The final chapter is on fiscal concerns, especially the impetus given by limited funds for effective interaction between general and special education. Each chapter ends with a brief summary and lists responsibilities of local special education administrators. These include the need to seek models through which productive merging of special and general education resources and programs may be institutionalized and to seek out ways to reduce duplication and conserve the fiscal resources of both general and special education. (DB)

ED 280 282 FL 016 543

Eastment, David
Teacher Resistance to CALL.

PUB DATE- Apr 86
NOTE- 9p.; Based on a paper presented at a conference of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Software; Courseware; Databases; Educational Improvement; Educational Needs; *English (Second Language); Higher Education; *Language Teachers; *Negative Attitudes; Second Language Instruction; *Teacher Attitudes; Teacher Role; Word Processing

Despite the evolution of software for computer-assisted language learning (CALL), teacher resistance remains high. Early software for language instruction was almost exclusively designed for drill and practice. That approach was later replaced by a model in which the computer provided a stimulus for students, most often as a partner in games. However, these games are essentially limited exercises and consequently, student recall of the content is limited. They are also difficult for most teachers to integrate into the curriculum, and they actively erode the teacher's role by challenging the student to find a single correct answer. Other, more general factors inhibit teachers' use of existing software, including the time needed to become familiar with it, lack of standardization, and students' pre-existing familiarity with the programs. Rather than producing more of the same kinds of materials, the language profession should turn its attention to applications software such as word processors, spreadsheets, database communications programs, graphics packages, and desk-top publishing. They are distinguished by the need to learn only one program, the fact that they are real, not only realistic, their portability, and the genuine role given the teacher. The programs are tools, not teachers, and are gaining substantially in interest in education. (MSE)

ED 280 297 FL 016 562

Catran, Jack
How to Speak Standard American English without a Foreign Accent. French Edition.
PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking; *English (Second Language); Error Patterns; French; Immigrants; Individual Instruction; *North American English; *Phonology; *Pronunciation Instruction; *Second Language Learning; Vowels
IDENTIFIERS- *Accents

This transcript of and guide to a two-cassette course designed to assist French-speaking immigrants in erasure of their foreign accents can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

ED 280 329 HE 020 144

Scalici, Anthony
Paratransit: An Instructional Module.
West Virginia Univ., Morgantown. Technology Education Program.
SPONS. AGENCY- Urban Mass Transportation Administration (DOT), Washington, D.C.
PUB DATE- Dec 85
NOTE- 152p.; For related documents, see HE 020 138-143.
AVAILABLE FROM- West Virginia University, Transportation Education Project, 2945 University Avenue, Morgantown, WV 26506.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Instruction; Delivery Systems; Engineering Education; Higher Education; Innovation; *Instructional Materials; Marketing; Money Management; Operating Expenses; Program Administration; Public Administration Education; *Public Facilities; Research Utilization; Rural Areas; Technology Transfer; Theory Practice Relationship; *Transportation; Urban Planning
IDENTIFIERS- *Paratransit

A concept-based introduction to paratransit is provided in this instructional module for undergraduate and graduate transportation-related courses for disciplines such as engineering, business, marketing, and technology. The concept of paratransit generally refers to modes of transportation other than mass transit and solo-driven automobiles. The characteristics and applications of various paratransit modes are examined. A systematic approach for paratransit planning is presented along with problems and issues associated with the design and implementation of paratransit systems. Additional topics include: factors associated with rural transportation systems and the potential of designing paratransit for rural areas; the concept of market segmentation analysis; measures of existing service efficiency; how simple efficiency indicators are calculated; how needs and services are compared to determine areas of unmet needs; the process of system design; financing and marketing paratransit operations; management tasks associated with paratransit; and the use of brokerage in paratransit management. Case histories, examples, and an eight-page bibliography are included. (SW)

ED 280 401 HE 020 252

Budig, Jeanne E.
Comparable Worth and the Office of Institutional Research. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Comparable Worth; Court Litigation; *Employment Practices; Federal Legislation; Higher Education; Personnel Policy; *Salaries; *Salary Wage Differentials; *Sex Discrimination
IDENTIFIERS- *AIR Forum

Comparable worth and pay equity issues are considered, along with implications for college institutional researchers. Comparable worth is generally defined as a policy of paying equal pay for work of comparable value. After discussing the issues and tracing relevant legislation, attention is directed to ways that the institutional research office can work with the personnel director, affirmative action officer, recruitment staff, and legal staff. Included are data on average earnings of men and women by age, salary differences for working women and men based on marital status, and women's and men's earnings for different occupations. Advantages of comparable worth include elimination of alleged wage discrimination, reversal of historical stereotypes that have undervalued women's jobs, while disadvantages include the fact that there is no universal standard of how to measure comparable worth and that implementation costs are high. A faculty member alleging a violation of the Equal Pay Act must show that the employer paid more to a faculty member of the opposite sex for the performance, under similar working conditions, of a job requiring substantially equal skill, effort, and responsibility. (SW)

ED 280 470 IR 051 829

IFLA General Conference, 1986. Regional Activities Division. Session on Africa, Asia and Oceania, and Latin America. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 146p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Asian Studies; *Developing Nations; Foreign Countries; *Information Technology; International Cooperation; International Organizations; Library Associations; *Library Automation; Library Facilities; Online Systems; Optical Disks; Regional Cooperation
IDENTIFIERS- Advancement of Librarianship; Africa; Asian Federation of Library Associations; Latin America; Library Development; Oceania

Papers on regional activities in Africa, Asia and Oceania, and Latin America which were presented at the 1986 IFLA general conference include: (1) "Appropriate Technology for Libraries in Developing Countries" (Peter N. Chateh, Cameroon); (2) "The Impact of Information Technology on Libraries in Thailand--Present and Future Scene" (Nonglak Minaikit, Thailand); (3) "Library Automation and Online Information Services in Malaysia--A Futuristic Outlook" (Juliana Salim, Malaysia); (4) "The Present and Future of Optical Disc Technology for Library Application" (Senri Miyaoka); (5) "The Asian Federation of Library Associations--The Promise It Holds for Regional Consolidation and Interaction with IFLA" (J. S. Soosai, Malaysia); (6) "IFLA's Core Programme on the Advancement of Librarianship in the Third World--Orientation, Mechanism, and Priorities" (D. E. K. Wijasuriya, Malaysia); (7) "Japan's Libraries and Asian Studies--with JOLG (Japan Orientalist Librarians Group) Activities (Kazushige Kaneko, Japan); (8) "Automation in Libraries--African Point of View" (J. S. Musisi, Kenya); (9) "Australia--Its Role in and Contribution to Asian Library Development" (Jennifer L. Adams, Australia); and (10) "New Information Technologies for Latin American Library and Documentation Services--Are There Benefits to Be Expected?" (Julio Cubillo, Chile). (KM)

ED 280 528 JC 870 163

Brand, Mellie R.
The Family & Life Education Program.
Aims Community Coll., Greeley, CO.; North Colorado Medical Center, Greeley, CO.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Programs; Family Life; *Family Life Education; *Family Programs; *Health Education; Older Adults; *Parenthood Education; Pregnancy; Program Descriptions; School Business Relationship; Two Year Colleges

The Family and Life Education program at Aims Community College (ACC) in Colorado began in 1967 as prenatal classes taught by volunteer instructors who were registered nurses with backgrounds in maternal-child health. Currently, the program, which is co-sponsored by ACC and North Colorado Medical Center, involves a program coordinator, three staff coordinators, and over 50 part-time instructors. While ACC provides salaries for the coordinators and instructors, instructional materials and audiovisual aids, full-time secretarial support, and advertising services, the Medical Center provides office space for the coordinators, classrooms for prenatal education, and part-time secretarial and administrative support. Classes are set up on a quarterly basis for one to three credit hours with an average of 16 participants per class. Three programs are offered: (1) Expectant Families, which includes classes in childbirth and pregnancy preparation taught by registered nurses or practitioners certified by the American Society of Psychoprophylaxis in Obstetrics; (2) Active Families, which includes classes in self-esteem, child abuse, remarriage, creative parenting, suicide, single parenting, and foster parenthood taught by educators, psychologists, social workers, and registered nurses; and (3) Senior Education Program, which includes classes in exercise, health awareness, hearing loss, Medicare, and nutrition taught by instructors with degrees in nursing, nutrition, physical education, gerontology, and education. Promotional materials on the Expectant Families and Active Families programs are included. (LAL)

ED 280 555 PS 016 307

Garb, Marcelle Robin; Blackmon, Alyce Akers

Comparison of Opinions and Attitudes of Mothers of Preschool Children and Female College Students Toward Physical Child Abuse.
PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Family and Research Action V Conference (Lubbock, TX, January 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; College Students; Comparative Analysis; *Corporal Punishment; Demography; *Females; *Mothers; Opinions; *Parent Attitudes; *Student Attitudes

A total of 116 mothers of preschool children and 230 female college students responded to a 60-question survey designed to assess attitudes and opinions concerning physical child abuse in four categories: legal issues, treatment issues, behaviors constituting child abuse, and attitudes toward physical discipline. Students were significantly more lenient than mothers in attitudes and opinions in all four categories. Demographic variables, such as marital status and education, were significantly related to attitudes held by mothers. Students majoring in math-science, humanities, and professional studies were significantly more lenient than social science majors. Class level and family occupational level were also significant factors in students' opinions. Respondents generally supported current legislation and court interpretations of abuse and, to a lesser extent, current treatment practices. Responses indicated a consistency of opinions and attitudes across the four categories assessed. (Author/RH)

ED 280 184 EA 019 306

Elementary and Secondary Education. A Report to the 64th Legislative Assembly.

Oregon State Dept. of Education, Salem.

PUB DATE- Jan 87

NOTE- 99p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Adult Education; Budgets; Disabilities; Disadvantaged Youth; Dropout Rate; Educational Finance; Elementary Secondary Education; Enrollment; Expenditure per Student; High Risk Students; Mental Retardation; Public Schools; Salaries; *School Districts; School Personnel; *School Statistics; Special Programs; State Boards of Education; *State Departments of Education; *State School District Relationship; Superintendents; Tax Rates; Visual Impairments; Vocational Education

IDENTIFIERS- *Oregon; Oregon State Department of Education

This report contains information about Oregon public schools, programs for Oregon's youth, and the Oregon Department of Education (ODE). Section 1 profiles Oregon schools and gives tables on types, sizes, expenditure per pupil, tax rates, sources of revenue, and other statistics on school districts. Section 2 profiles students, examining student achievement and "at-risk" students and dropouts. Section 3 profiles special programs: kindergarten, child development specialist programs, talented and gifted programs, programs for the handicapped, programs for the disadvantaged student, secondary and community college vocational programs, adult basic education, and community schools. Section 4 gives a profile of the ODE, focusing on the Oregon State Board of Education, State Superintendent of Public Instruction, the role of the ODE, budget highlights for 1987-89, an organizational chart, and a budget request for 1987-89. Section 5 profiles Oregon and the nation, giving a status report on the Oregon Action Plan for Excellence

(OAPE) and a summary of OAPE's implementation activities. The appendices include: (1) the 1986 State of the Schools Address, (2) a glossary of terms, and (3) a listing of ODE publications. Twenty-seven tables appear throughout the document. (WTH)

ED 280 238 EC 192 139

Information for Parents of Special Education Students in Michigan.
Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- Nov 86
NOTE- 22p.; For related documents, see EC 192 140-141.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Due Process; Educational Diagnosis; Elementary Secondary Education; Handicap Identification; Individualized Education Programs; *Parent Participation; *Parent Rights; *Parent School Relationship; Public Education; Referral; *Special Education; *State Programs; Student Placement
IDENTIFIERS- *Michigan

Intended for parents, this booklet lists special education programs and services for exceptional children in Michigan, and discusses parent rights in the educational system. Specifically addressed are parents' rights in the referral process, in the evaluation procedures, to an independent educational evaluation, in the Individualized Educational Planning Committee Meeting Process, and to a due process hearing. Noted are both arbitration and mediation components of due process, the right to file complaints, and parent rights to education records. Suggestions are presented for preparing for the individualized educational planning committee meeting and obtaining information about the evaluation of the child's progress in school. Commonly asked questions by parents regarding identification and referral, evaluation, independent educational evaluation at public expense, programs and services, records, rights, notification, and arbitration and mediation are answered. A glossary of 20 special education related terms is included. (CB)

ED 280 315 FL 016 580

Refugee Materials Center Bibliography. Revised Edition.
Department of Education, Kansas City, Mo. Regional Office 7.
PUB DATE- 30 Nov 86
NOTE- 238p.; For the previous edition, see ED 253 616.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Arabs; Cambodians; Cross Cultural Training; Daily Living Skills; *English (Second Language); *Ethnic Groups; Haitians; Immigrants; *Instructional Materials; Language Skills; Laotians; Limited English Speaking; *Refugees; *Resource Materials; Second Language Instruction; *Social Integration; Spanish Speaking; Textbooks; Vietnamese People; Vocational Education
IDENTIFIERS- Afghans; Armenians; Asians; Chinese People; Ethiopians; Iranians; Koreans; Polish People; Rumanians; Russians; Thai People

A bibliography of materials to assist in the education and resettlement of refugees in the United States contains listings of textbooks for English instruction, other curricular materials, and supplementary materials from many sources. The citations include: materials for English instruction; curricular and supplementary materials for teaching Vietnamese, Cambodians, Laotians, Chinese, Russians, Spanish-speakers, Iranians, Poles, Thais, Ethiopians, Afghanis, Rumanians, Koreans, Haitians, Armenians, and Arabic-speakers; general information concerning Asians; and materials for cross-cultural education. The citations include information on the source, cost, and intended audience. Source addresses are also provided. (MSE)

Jones, Kelsey A.
Faculty Development Proposal.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; Accountability; College Faculty; *Criminology; *Departments; *Educational Objectives; *Faculty Development; Governmental Structure; Higher Education; Politics; Power Structure; Professional Continuing Education; *Public Administration Education; Public Policy; *Teacher Certification
IDENTIFIERS- *University of the District of Columbia

An integrative approach to departmental design proposed for the Department of Criminal Justice at the University of the District of Columbia is described. The proposed curriculum classification framework for faculty assignment consists of three matrices: social behavior and humanities courses, technical courses, and philosophical courses. For the social behavior and humanities-oriented courses, information is provided on the retraining process (i.e., standards and the process to achieve professional development status). The purpose and goals of the retraining process and specific educational requirements are identified, and information on certification is provided. The professional development candidate needs to demonstrate competence in the sequences of public administration, policy analysis, mediation, negotiation, ethics, and practices of accountability, from the perspectives of agencies and professional practitioners. The candidate also needs to develop a knowledge base in public administration traditions, structures, and processes, including policy, politics, structure, power, accountability, practice and processes. (SW)

ED 280 373 HE 020 190

Attrition and Retention of Full-Time, First-Time and Full-Time Transfer Students in Baccalaureate and Associate Degree Programs, including Postsecondary Opportunity Students. Class of 1983 and Partial History of Later Cohorts as of Fall 1985. Office of Institutional Research Report No. 4-87.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Feb 87

NOTE- 439p.; Includes: Trends in Attrition and Retention of Full-Time, First-Time Students in Baccalaureate Degree Programs, Classes of 1974 through 1985; and Trends in Attrition and Retention of Full-Time, First-Time Students in Associate Degree Programs, Classes of 1976 through 1985.

AVAILABLE FROM- State University of New York, Office of Institutional Research, State University Plaza, Albany, NY 12246.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Persistence; Agricultural Colleges; Associate Degrees; Bachelors Degrees; *College Students; *College Transfer Students; Community Colleges; Full Time Students; Higher Education; School Holding Power; *State Universities; *Student Attrition; Technical Institutes; *Undergraduate Study

IDENTIFIERS- *State University of New York

Results of the 1985 Attrition and Retention Survey of the State University of New York are presented. After a brief narrative explanation of the report, extensive data on attrition, retention, and completion are provided for full-time, first-time students and full-time, transfer students at the associate and baccalaureate degree levels and for students in "postsecondary opportunity" programs at the associate- and baccalaureate-degree levels. Data are provided on the cohort of full-time, first-time baccalaureate students entering in fall 1970 through fall 1981. Associate degree trend data includes the cohort of students entering in fall 1974 through fall 1983. Trend tables permit analyses of attrition and retention patterns at the individual campus level, by type of institution, and on a university-wide basis. Both headcount and percentage data for degree and nondegree recipients are presented in a cumulative format. Of those who did not receive a degree, the number of students still enrolled in the institution, either part-time or full-time, are reported. (SW)

ED 280 387 HE 020 238

Hall, Eleanor R.; And Others

Role Demands and College Experiences of Minority and White Men and Women. AIR 1986 Annual Forum Paper.

PUB DATE- Jun 86
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; American Indians; Black Students; Full Time Students; Grades (Scholastic); Higher Education; Hispanic Americans; *Minority Groups; Nontraditional Students; Parent Role; Part Time Students; Sex Role; Student Attitudes; Student Attrition; *Student Characteristics; *Student College Relationship; Student Employment; *Undergraduate Students; *White Students
IDENTIFIERS- *AIR Forum

Minority and white students at an urban university were compared on roles and on the correlates of overall satisfaction with the university and retention. The sample consisted of 1,497 undergraduates: 1,370 white students, 148 black students, 20 Native Americans, and 14 Hispanics. The black, Hispanic, and Native American students were combined to form a minority category. For the 520 freshmen and sophomores, data were obtained on retention for the fall 1985 semester. Minority women had relatively high role demands; a higher percentage had children than did white women. Minority men's role demands were less since a higher percentage were part-time students than were white men. For minority women, the helpfulness of university staff (advisers/secretaries and bookstore/parking/cashier staff) was correlated with overall satisfaction with the university. Retention was related to grades and to financial factors. For white men, these factors were full-time student status, few or no children, short or no working hours, and use of financial aid, while for women, living with parents was a factor. For women, parenthood was not related to dropping out of the university. (SW)

Richardson, J. Jeffrey; And Others
Artificial Intelligence Technology for the Maintainer's Associate. Final Report for the Period October 1983 to December 1985.
Denver Univ., Colo. Denver Research Inst.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-86-31
PUB DATE- Dec 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; Computer Assisted Instruction; *Computer Simulation; Computer Software; *Expert Systems; Field Tests; Models; Research and Development; *Systems Development; Technical Education
IDENTIFIERS- Avionics; Department of Defense; *Hybrid Technologies; *Job Aids; Knowledge Engineering

In keeping with current Department of Defense policies on integrated diagnostics and a reduced reliance on paper-based documentation, the concept of a portable, expert-system-based job aid and training device was proposed to assist inexperienced electronics maintenance technicians in learning to maintain sophisticated equipment. A prototype was designed and implemented for the troubleshooting portion of the F111 6883 intermediate-level avionics test station in order to investigate a variety of issues, e.g., hybrid diagnostics, knowledge engineering, and user interfaces. The phases of the project included conceptual design, development, and delivery software programming; delivery hardware prototyping; knowledge base development; field demonstration; and analysis of lessons learned. The design for the prototype incorporated both human-machine interfaces and end-user interfaces to promote incremental skill acquisition and assess the reasoning behind the diagnostic process in a troubleshooting situation. In a field demonstration, the prototype received high ratings for ease of use, speed of operation, troubleshooting accuracy, and usefulness for job aiding and training. Implications for future development focused on realizing the training potential of the system, enhancing user interfaces, and expanding the problem domain. Several illustrations are provided and the appended material includes technical data, data collection instruments, and 52 references. (DJR)

ED 280 444 IR 012 580

Hebenstreit, Jacques

Applications of Computer Science to the Management and Evaluation of the Educational Process.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

REPORT NO.- ED-84/WS/10
PUB DATE- 10 Apr 84
NOTE- 19p.; For a complementary report on computers in developing countries, see IR 012 582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Developed Nations; *Educational Administration; Foreign Countries; Management Information Systems; Media Research; State of the Art Reviews
IDENTIFIERS- Canada; France; Japan; United Kingdom; United States; USSR; West Germany

This synthesis of reports from authors representing seven different countries discusses computerization as it applies to the management and evaluation of the educational process at all levels in developed countries. Focusing on the computerization of educational administration, the first of three sections of the paper suggests that advantages of computerization would include speedier compilation of more reliable and detailed statistics for decision making and for forecasting at the national and regional levels, and the saving of time for administrators through the automation of various tasks and school activities at the building level. The major problem cited is the divergent point of view between teachers and civil servants as to the management of educational systems. The second section considers the benefits of computerized management of educational processes, e.g., organizing timetables, scheduling students into elective courses, management of students' grades, relations with students' parents, the control of book loans to students, and management of the teaching process as such (computer-managed instruction, or CMI). The focus of the final section is computer-assisted instruction (CAI), which is discussed in the following contexts: the development of various teaching methods; policies in developed countries for the implementation of CAI and problems which prevent its extended use; and the state of the art in hardware, programming, and teacher training. The seven authors and the topics of their studies are listed in the introduction. (BBM)

ED 280 486 IR 051 845

IFLA General Conference, 1986. Libraries Serving the General Public Division. Section: Libraries for the Blind. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86
NOTE- 53p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Education; Audiodisks; *Blindness; Braille; Developed Nations; Directories; Foreign Countries; *International Cooperation; International Organizations; Library Associations; *Library Services; Program Descriptions; Public Libraries; *Visual Impairments
IDENTIFIERS- Netherlands; Norway; Universal Availability of Publications; USSR

Papers on libraries for the blind presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Report on 'Study on the Tools to Improve the Availability of Library Materials for the Blind'" (Winnie Vitzansky, Denmark); (2) "Planning the Third Edition of 'The International Directory of Libraries for the Blind'" (Edwige Mortyr, Norway); (3) "Library Services to Visually Handicapped in Norway" (Else Granheim and Ka-Jo Carlsen, Norway); (4) "Integration or Disintegration--The Services of Libraries for the Blind in the Netherlands" (J. M. J. Dister, Netherlands); (5) "Universal Availability of Publications and Special Format Materials" (Lorraine McQueen, Canada); and (6) "Library Programme of the Artistic-Aesthetical Education of the Blind Citizens of Russia" (D. S. Zharkov, USSR). (KM)

ED 280 515 JC 870 125

Montemayor, J. Joaquin; And Others
Employer Follow-Up, Spring 1986. Research Report 3.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- Sep 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; *Employer Attitudes; Employment Opportunities; Employment Patterns; *Job Training; *Outcomes of Education; *Personnel Evaluation; School Business Relationship; Two Year Colleges; *Two Year College Students; Vocational Followup

A study was conducted by Mesa (Arizona) Community College (MCC) to obtain and analyze information from employers of former MCC students regarding the performance, skills, and attitudes of former students; job outlook; assessment of MCC training; and source of hiring. Study findings included the following: (1) employers gave the highest ratings to occupational students' willingness to learn, work attitude, and compliance with employers' policies, and the lowest ratings to problem-solving skills, communication skills, and mathematics skills; (2) for academic students, the highest ratings were given to work attendance, accepting responsibility, and work attitude, while the lowest ratings were given to problem-solving skills, organizational ability, mathematics skills, and technical knowledge; (3) employers gave higher ratings to the training received by occupational students than that received by academic students; (4) overall, employers rated the future job outlook in their field the same as the current job outlook; (5) 85% of the employers who felt that they had a basis for comparison indicated that MCC graduates were better prepared than employees of the same work group without such training; (6) 65% indicated that MCC training had added to the student's potential for job placement or job advancement; and (7) 67% indicated that the source of hiring was the student's own initiative. Uses for the study data are recommended. (LAL)

ED 280 197 EA 019 347

Kennedy, Robert L.
Collaborative Inquiry in the Arkansas Education Renewal Consortium.
PUB DATE- 23 Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Funded by the Winthrop Rockefeller Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Consortia; *Cooperative Planning; Decision Making; *Educational Change; Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Improvement Programs; Information Needs; Organizational Communication; Participative Decision Making; Program Development; School Community Relationship; Task Analysis; Teamwork
IDENTIFIERS- *Arkansas

This report reviews the collaborative and evaluative efforts of an Arkansas education renewal consortium comprised of two universities and nine school districts. The reform originated from a smaller project that aimed to establish a broad communication base and systematic planning for meeting student needs. The current project, begun in 1985-86, also incorporated improved communication among district staff and community members as well as staff training, administrative leadership changes, and renewal expansion to other districts. By 1986-87, nine districts and two universities formed the consortium and adopted priorities that include: teacher education improvement, at-risk students, administrator preparation, clinical experiences, and data gathering and analysis. To meet these goals, consortium partners agreed to participate in collaborative inquiry. A task force recommended methods to document the renewal process, which included the following: letters of commitment from districts and universities, minutes of meetings, documentation of activities such as teacher workshops and public forums, a yearly evaluative survey of stakeholders' perceptions, and a yearly progress report. The consortium nevertheless expressed concerns about sufficient time to compile information and about the value of data. Sharing information on a regular basis enabled inquiry considerations during this developmental phase, and the renewal approach offered those persons with legitimate concerns opportunities for resolution. A list of consortium members is appended. (CJH)

ED 280 253 EC 192 407

Sutton, Cynthia F.
Finding a Focus: Does It Have to Be First?
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Computer Oriented Programs; Computer Software; Data Analysis; Mainstreaming; Naturalistic Observation; *Qualitative Research; *Research Design; *Research Needs; Research Problems; Secondary Education; Severe Disabilities; *Special Education

The process of focus-finding in qualitative research is ongoing and dynamic, involves researcher choices and decisions (rather than pure discovery), and is a process of social construction in which the researcher interacts with the research setting. Focus-finding is discussed in the context of a qualitative research study of the integration of adolescents with severe handicaps within a regular, urban high school. The use of QUALOG (a computer software system) in the management of qualitative data is also described. (JW)

ED 280 267 FL 016 389

Roberts, Jon
Analyzing Language Teachers' Activities.
PUB DATE- Apr 86
NOTE- 38p.; Best available copy. Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Classroom Environment; Classroom Techniques; Educational Research; Elementary Secondary Education; *Job Analysis; *Language Teachers; *Questionnaires; Research Methodology; Teacher Education; *Teacher Responsibility; *Teacher Role; *Teaching Load; Teaching Models

The process used by one researcher in developing an inventory of specific tasks performed by language teachers is described. The objective was to facilitate research on language teachers' jobs in a variety of countries and under differing teaching conditions and to provide job profiles for use in teacher education and by teachers, their unions, administrators, and others concerned with language teaching. The first section of the report describes the methodology of creating a task list. The second section makes observations on underlying models of the teacher's role and responsibilities. The bulk of the report is in the appended lists of tasks derived from teacher interviews. (MSE)

ED 280 298 FL 016 563

Catran, Jack
How to Speak Standard American English without a Foreign Accent. New York Edition.
PUB DATE- 85
NOTE- 58p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Consonants; Diacritical Marking; Error Patterns; Individual Instruction; Nonstandard Dialects; *North American English; *Phonology; *Pronunciation Instruction;

*Regional Dialects; Urban Language; Vowels
IDENTIFIERS- Accents; *English (New York City); *New York (New York Metropolitan Area)

This transcript of and guide to a two-cassette course designed to assist New Yorkers in erasure of their accents can be used for either individual or group study. Narrative and taped demonstrations of Standard American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

Smith, Alan D.
Issues in Business and Medical Education: Brief Literature Review on Strategic Management of Health Care Institutions.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Administrative Principles; *Administrator Evaluation; Comparative Analysis; *Health Facilities; Higher Education; *Hospitals; *Nonprofit Organizations

The literature on the use of strategic management principles by health care organizations is reviewed. After considering basic concepts of strategic management and managerial problems in nonprofit organizations, strategic planning and management of health care organizations are covered. Attention is directed to the health care environment, characteristics of health administration, and hospital performance measures. To measure success in health care organizations, consideration is given to the following approaches: (1) hypothesis testing to measure hospital performance and the use of strategic principles; (2) evaluating managerial characteristics of the hospital administrator, assuming unique operating conditions; and (3) and evaluating hospital performance, assuming general business conditions (strategic planning). It is noted that strategic management emphasized the achievement of objectives as the major aim of the organization. Unique management propositions for hospital administration include: hospitals exhibit some monopolistic traits; goals of voluntary, nonprofit health institutions are different from industrial and business institutions; and the administrator has wide discretion in price setting. (SW)

ED 280 417 HE 020 268

Maassen, Peter A. M.
The Emergence of Institutional Research in Western Europe. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; College Planning; Decision Making; Financial Policy; Foreign Countries; *Government School Relationship; *Higher Education; *Institutional Research; Public Policy; *School Organization
IDENTIFIERS- *AIR Forum; *Europe (West)

Institutional research in Western Europe was analyzed in the context of the changing relationship between higher education and the central government. Questionnaires concerning institutional research activities were sent to colleges in 16 countries, and usable responses were returned by 48 institutions, almost half of which were located in Denmark, the Netherlands, or the United Kingdom. A lot of institutional research activity was performed, but not in an organized manner. In most cases, the activities supported institutional decision-making or planning, but they were not recognized as a separate institutional function. The main task of the persons performing the activities was different from institutional research. In Western European higher education systems, institutional research is divided not only horizontally among various offices of the institutional administrations, but also vertically among the three broad levels of the higher education systems. Institutional research seems to have emerged in countries with expenditure-driven higher education policies. For countries with demand-led policies, institutional research organizational and structural settings differ the most from those in North America. (SW)

ED 280 457 IR 012 594

Croft, Marian
Distance Education: A Northern Solution?
PUB DATE- 19 Apr 86
NOTE- 13p.; Paper presented at a Meeting of the Association of Canadian Universities of Northern Studies (Yellowknife, Northwest Territories, Canada, April 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Cassettes; Developed Nations; *Distance Education; Financial Support; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; Lifelong Learning; *Nontraditional Students; Nursing Education; Professional Continuing Education; Teleconferencing; *Telecourses; Videotape Recordings
IDENTIFIERS- French Speaking; *Laurentian University ON; Ontario (Northeast); Printed Materials; TVOntario

Distance education has been used by Ontario universities since before the turn of the century to provide university programs to adults who are unable to attend traditional classes. Currently, 11 of Ontario's universities have distance education programs using broadcast or cablecast television, videotape, teleconferencing, audiocassettes, or print. Laurentian University, serving an area twice the size of France with a population of only 650,000 in scattered communities throughout Northeastern Ontario, is committed to the provision of university-level programs through distance education. The special needs of the people of Northeastern Ontario include bridging programs for francophones to bring them to university entrance, the provision of basic and graduate commerce programs to help increase the economic base of what are essentially single-industry towns, and the provision of continuing professional education for teachers, social workers, and nurses in isolated communities. Government cutbacks have caused a significant retrenchment in an off-campus program which once serviced over 40 communities. In spite of this, developments in the distance education program have continued, and a teleconferencing network has recently been added to existing courses by television, audiocassette, and print. The university is also involved in cooperative ventures with TVOntario. The paper concludes with a brief discussion of strategies for the future. (Author/MES)

IFLA General Conference, 1986. Special Libraries Division. Section: Social Science Libraries. Papers.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
PUB DATE- Aug 86
NOTE- 89p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Databases; Developed Nations; Developing Nations; Foreign Countries; International Organizations; Library Associations; *Library Automation; National Libraries; *Optical Disks; Research Libraries; *Social Sciences
IDENTIFIERS- Finland; Japan; Nigeria; West Germany

Papers on social science libraries presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "Efforts at Computerization in Nigerian Libraries--A State of Development Review" (A. Olugboyega Banjo, Nigeria); (2) "The Information Activities of the National Library of Economics in the Federal Republic of Germany--Transition from Traditional Library Services to Computer-Based Information Systems" (Ekkehart Seusing, West Germany); (3) "Library Automation Activities at Helsinki School of Economics Library and in Finland" (Kyllikki Ruokonen, Finland); (4) "The Impact of Optical Disc Publishing on the Information Community (CD-ROM: Compact Disc--Read Only Memory)" (W. Bartenbach, United States); (5) "Databases Created by Japanese Economists" (Yoshiro Matsuda, Japan); and (6) "The Role of the Libraries for the Assistance of Research in the Field of Social Sciences" (A. Kasyanenko, USSR). (KM)

ED 280 542 JC 870 184

Spiegelhalder, Glenn
From Darkness into Light: A Group Process Approach to the Research Paper.
PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Freshmen; Community Colleges; *Freshman Composition; Grading; Group Activities; *Group Dynamics; Prewriting; *Research Papers (Students); Student Research; *Teaching Methods; Two Year Colleges; *Writing Instruction; Writing Processes
IDENTIFIERS- El Paso Community College TX; *Group Process Approach

A description is provided of the use of a group process approach to the Freshman English research paper at El Paso Community College. After highlighting problems associated with traditional approaches to freshman research papers, an overview of the group process approach is provided, along with warnings for instructors who might view the approach as a way to reduce their grading load and a rationale for the approach based on its appropriateness to the learning styles of community college students. Next, the model is described in terms of three stages in the writing process: (1) the pre-writing stage, involving topic selection by students; group formation based on results of assessment of writing skills and personality types; discussions of the rationale for the group approach, group dynamics, group learning theories, and methods of resolving problems within the group; and preliminary readings; (2) the writing stage, which involves the formulation of the thesis statement, construction of the working outline, writing of an assigned section of the paper by each student; and (3) the postwriting stage, which involves peer editing of rough drafts and grading based on assessment of the paper as a whole, of the student's own section, and of the student's peers' evaluation of his/her performance. The paper concludes with an annotated bibliography of works on the group process approach. (EJV)

ED 280 556 PS 016 317

Denham, Susanne A.
Differential Responding to Friends and Acquaintances and Correlates of Popularity in Young Preschoolers.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Experience; *Friendship; *Peer Relationship; *Popularity; *Preschool Children; Preschool Education

IDENTIFIERS- *Sociometric Status

Friendship patterns and sociometric status of 27 young preschoolers with a mean age of 39 months were assessed naturalistically. Subjects were more likely to show positive reactions to the emotions of their friends than to those of their acquaintances, thus demonstrating the affective basis of early friendships. No differences were found between non-positive reactions to friends' versus acquaintances' emotions. Children more often picked as a friend demonstrated greater affective knowledge, showed more happy and angry emotional displays, helped and shared more in response to peers' emotions, and ignored more in response to acquaintances' emotions. Controversial, isolated, rejected, average, and popular children differed on emotions and reactions to peers' emotions. Observational measures for friendship and sociometric status appear advantageous for use with children at this age. (Author/RH)

ED 280 571 PS 016 383

Baron, Lois; And Others
A Preliminary Look at Group Size Effects and Learning on the Microcomputer: Implications for Early Childhood Education.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the meeting of the World Organization for Early Childhood Education (18th World Congress, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Elementary Education; *Elementary School Students; Foreign Countries; Grade 5; Grade 6; Jews; Religious Education; *Time on Task; *Vocabulary Development
IDENTIFIERS- *Canada; *Group Size; Word Attack Skills

A study was made of the effects of group size and time-on-task on the ability of 259 fifth- and sixth-grade students to learn in the context of computer assisted instruction. Predominantly Jewish, subjects attended one of three schools in an upper-middle-class area of Montreal. After the Basic Word Vocabulary Test and a background/demographic questionnaire were administered as pretests, subjects were randomly assigned to groups differing in size. In the fifth grade sample, there were 22 groups of 4 children, 23 groups of 2, and 22 groups of 1. In the sixth grade sample, there were 15 groups of 4 children, 13 groups of 2, and 12 groups of 1. Time-on-task was distributed across schools. One school received one half-hour treatment, a second received two half-hour treatments, and a third received three half-hour treatments. During the treatment phase, subjects were assigned computers and were told (1) to complete Level 1 of the "Word Attack" software program, and (2) to continue the program at whichever of the three remaining levels they chose. While students worked, experimenters gathered observational data. After completing experimental sessions, subjects were given three post-tests: two vocabulary tests, and one attribution questionnaire. Preliminary findings indicate that improved achievement resulted from increased time-on-task, but not from group size. (RH)

ED 280 239 EC 192 140

An Overview of the Revised Administrative Rules for the Delivery of Special Education Programs and Services.

Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing. Special Education Services.

PUB DATE- Nov 86
NOTE- 28p.; Title page entitled: The Special Education Process in Michigan. Working Together: Parents, Teachers, Administrators. For related documents, see EC 192 139-141.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Qualifications; *Disabilities; *Educational Administration; *Educational Diagnosis; Elementary Secondary Education; Eligibility; Individualized Education Programs; Parent Rights; Parent School Relationship; Public Education; Resource Room Programs; School Districts; *Special Education; *State Standards; Teacher Qualifications; Vocational Evaluation
IDENTIFIERS- *Michigan

This booklet describes administrative rules (revised in 1984) regarding the delivery of special education services in Michigan. Presented in a question answer format, the guide explains current rules regarding: the Individualized Educational Planning Committee Process; Independent Educational Evaluation at public expense; vocational evaluation; eligibility for special education; parent rights and responsibilities; administration of programs and services; resource room rules; teacher consultant roles; departmentalized secondary programs; qualifications of directors, supervisors, teachers, and other personnel; the intermediate school district plan; the parent advisory committee; and complaints. (CB)

ED 280 283 FL 016 544

Fayer, Joan M.
Writing Apprehension among Puerto Rican University Students.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Communication Apprehension; Communication Skills; Comparative Analysis; *English (Second Language); Higher Education; *Puerto Ricans; Second Language Learning; Sex Differences; *Spanish; Student Attitudes; *Writing Apprehension; Writing Difficulties; Writing Instruction; Writing Readiness

The writing apprehension experienced by Puerto Rican university students is examined. Levels of apprehension when writing in English versus native Spanish, for males versus females, and for students enrolled or not enrolled in writing classes are compared. The results indicate that the students, particularly the women, are more apprehensive when writing in the second language. Students in writing classes reported less apprehension. The levels of writing apprehension in English were found to be lower than the levels of communication apprehension in English reported in earlier studies. (Author/MSE)

Smith, Edwin R.; Bissonnette, Kathleen K.
A Comparative Analysis of the Economic Benefits of Nonresident Students. AIR 1986 Annual Forum Paper.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (26th, Orlando, FL, June 22-25, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; *Economic Factors; *Expenditures; Higher Education; *Out of State Students; Purchasing; School Business Relationship; *School Community Relationship; Tuition
IDENTIFIERS- *AIR Forum; Economic Impact; *West Virginia

The economic contribution of nonresident college students to West Virginia's economy was examined. Comparisons were also made to the economic costs and benefits to the state of visitors to the state's parks system. The economic benefits of nonresident students on the West Virginia economy was estimated by summing the approximated effects of three major categories of direct impact: tuition and fees, visitor expenditures, and student living expenses. A multiplier was used to estimate an indirect economic impact. The same methodology was used to estimate out-of-state visitor spending with the parks systems, as well as out-of-park spending. After estimating economic costs for nonresident students and park visitors, a benefit-to-cost ratio was calculated, as well as a per student state educational subsidy (the differences between the state investment per full-time equivalent student and student charges (tuition and fees). In 1983-1984, the overall economic return to the state on its investment in nonresident student education approached three dollars for each state tax dollar invested. There was a higher benefit-to-cost ratio associated with out-of-state state parks visitors compared with that associated with nonresident students. (SW)

ED 280 471 IR 051 830

IFLA General Conference, 1986. Collections and Services Division. Section: Interlibrary and Document Delivery. Papers.

International Federation of Library Associations and Institutions, The Hague (Netherlands).

PUB DATE- Aug 86

NOTE- 39p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (52nd, Tokyo, Japan, August 24-30, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cataloging; Developed Nations; Foreign Countries; *Interlibrary Loans; International Organizations; Library Associations; *Library Networks; Library Personnel; Library Services; Preservation

IDENTIFIERS- *Document Delivery; France; Japan; Older Library Materials; Rare Books; United States; West Germany

Papers on interlibrary loan and document delivery presented at the 1986 IFLA general conference include: (1) "Preservation and/or Availability of Older Literature--an Approach to the Problems, Needs, and Solutions" (Klaus-Dieter Lehmann, West Germany); (2) "From Decentralization to Centralization--Document Delivery in France in 1986" (Marc Chauveinc, France); (3) "Staff for Interlibrary Loan Service" (Virginia Boucher, United States); (4) "Interlibrary Loan and Document Delivery in Japan--an Overview" (Izumi Koide, Japan); and (5) "Subject Cataloging in Library Networks" (Rudolf Frankenberger, West Germany). (KM)

ED 280 572 PS 016 391

Palacio-Quintin, Ercilia; Gelinas, Lorraine
Effects of Figurative and Operative Aspects of a Classification Task on Preschool Children's Performance.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the Child Development Congress (Waterloo, Canada, May, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; *Cognitive Development; Criteria; *Developmental Stages; Foreign Countries; *Preschool Children; Preschool Education; Visual Stimuli
IDENTIFIERS- Concept Utilization; *Quebec

A total of 80 children 4 to 7 years of age participated in a study attempting to establish (1) the frequency of classification performance by age and in relation to available classification criteria, and (2) the degree of preference for different classification criteria by age, particularly differences between figurative and operative criteria. Each child was given eight classification tasks of two choices each. Across the entire task, six criteria were available: four with figurative aspects (color, shape, size, thickness), and two with conceptual aspects (vehicles and habitations). After accomplishing a classification task, subjects were asked to state reasons why he or she had put same things together. Behavior on each task was classified as success or failure to make a classification. Answers of successful subjects were then evaluated on success or failure to explain the classification accomplished, and choice of criteria. Results revealed that children under six years of age were unable to find criteria to make a classification when a concept was involved. They could classify only with some directly perceived figural aspect. It was concluded that findings support the Piagetian position on operative classification abilities of young children and reveal the weakness of positions averring that preoperational children are able to make classifications. (RH)

The Plan of Action for Children: A Task Force Report. Prepared for the Colman Fund for the Well-Being of Children and Youth.
Chicago Community Trust, Ill.
PUB DATE- Jan 87
NOTE- 69p.; The Fund is a supporting organization of the Chicago Community Trust.
AVAILABLE FROM- Voices for Illinois Children, 53 West Jackson Boulevard, Chicago, IL 60604 (Free of charge).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; Child Advocacy; *Child Neglect; Children; Community Services; Day Care; Dropouts; Drug Abuse; Early Childhood Education; Early Parenthood; Education; Employment; *Health; *Intervention; Justice; Juvenile Courts; Mental Disorders; Poverty; *Social Problems; State Action; Unemployment
IDENTIFIERS- Family Support Programs; *Illinois

Addressed to policymakers and to all the citizens of Illinois, this report of the Plan of Action for Children Task Force offers 81 recommendations for addressing the serious problems faced by children residing in the state. Taken together, the recommendations lead to six conclusions: (1) focus on prevention; (2) commit resources to strengthen communities; (3) employ comprehensive approaches; (4) encourage institutional creativity; (5) improve state government's impact; and (6) broaden instruction via schools, churches, and the media on vital issues such as family life, sex education, health and nutrition, and the hazards of drug and alcohol use. Specifically, the report focuses on the creation of a statewide advocacy organization, family support programs, day care, formal education, employment, community service, health care, poverty, child abuse and child neglect, homeless youth, mental illness, substance abuse, school dropouts, unemployment, teenage pregnancy, and juvenile justice. Included are names, affiliations, and addresses of persons interviewed by the Task Force. (RH)

ED 280 602 PS 016 444

Seitamo, Leila
The Roots and Consequences of Early Mother-Child Relationship: A Multilevel Model of Evaluation.
PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Meeting of the World Association for Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Experience; Family Relationship; Foreign Countries; *Individual Development; Longitudinal Studies; *Mothers; *Parent Child Relationship; Personality; *Predictor Variables; Research Methodology; *Young Children
IDENTIFIERS- *Finland; Multiple Measures Approach

Part of an ongoing longitudinal research project, a study was made to develop a method and a multilevel model for evaluating at its earliest stages the relationship between a mother and her child. The main hypothesis of the study was that the early mother-child relationship, consisting of maternal responses and a mother's images of her role in child rearing, is to a considerable extent based on parity, mother's personality, the state of mother's marriage, and on her experiences of parental behavior in childhood. Using a follow-up approach, the research investigated whether these factors would form a basis for predicting child development. Subjects were 309 primiparous and 182 secundiparous mothers seen 3 to 5 days after delivery. A follow-up study of the mothers and their children (born in 1971 or 1972) was carried out immediately before the children began school in 1978 and 1979. Several psychological, and psycho-physiological tests and questionnaires were used. Step-wise regression analyses were carried out using sumscales based on factor analyses. Results supported the main hypothesis. Adequacy in mothering and intentions to show love in child rearing predicted development of goal directed, sociable, adaptive behavior. Intentions to use authoritarian control predicted development of egoistic, exasperating behavior. (Author/RH)

ED 280 617 PS 016 481

Luster, Tom; Rhoades, Kelly

The Relation between Parental Values and Parenting Behavior: A Test of the Kohn Hypothesis.

PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Child Rearing; Hypothesis Testing; *Infants; *Mothers; Parent Child Relationship; *Parents; Social Attitudes; Social Differences; Socialization; *Values

To investigate how values influence parenting beliefs and practices, a test was made of Kohn's hypothesis that parents valuing self-direction emphasize the supportive function of parenting, while parents valuing conformity emphasize control of unsanctioned behaviors. Participating in the study were 65 mother-infant dyads. Infants ranged in age from 9 to 23 months, with a mean age of 15 months. Mothers ranged in age from 18 to 39 years, with a mean age of 26 years. Families were heterogeneous with regard to social class, as measured by maternal education, family income, and occupational prestige of mothers and of fathers. Behavioral indicators of parental support used in the study were the total score for the Home Observation for Measurement of the Environment (HOME), a global rating scale on maternal warmth, and a scale rating the extent to which mothers read to their children. Behavioral indicators of constraint were subscale 2 of the HOME, a self-report measure of the number of times the mother spanked her child in the week prior to the interview, and a count of the number of times the mother restricted the child's actions or movements during the first hour of the home interview. Results were consistent with Kohn's hypothesis. (RH)

ED 280 631 RC 016 098

Silver, Sandra
Compliance with P.L. 94-142 Mandates: Implications for Teacher Training Programs.
PUB DATE- Oct 86
NOTE- 61p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); *Cooperative Programs; Educational Cooperation; Educational Finance; Educational Needs; Elementary Secondary Education; *Federal Regulation; Higher Education; Parent Rights; *Preservice Teacher Education; Questionnaires; *Rural Education; Rural Schools; Shared Resources and Services; Small Schools; *Special Education; Student Rights; Teacher Certification
IDENTIFIERS- *Education for All Handicapped Children Act

A questionnaire was developed in order to discover the aspects of P.L. 94-142 (the Education for All Handicapped Children Act of 1975) that prove both most and least problematic for rural special education cooperatives. A cooperative was defined as any interdistrict administrative arrangement that provides specific services to member school districts. A total of 157 rural cooperatives was identified in 10 southern and midwestern states, and the director of each cooperative was included in the survey. Questionnaire items were generated from manuals used to monitor the states for compliance with the mandates of P.L. 94-142. According to survey responses, the items that proved most difficult for rural cooperatives in complying with the federal mandates were issues related to personnel knowledge regarding special education, the timelines specified by the law, and parental attendance at meetings to discuss the Individual Education Plan (IEP). The least difficult mandates related to parental rights, assessment issues, and writing the IEP. These findings have policy implications for teacher training institutions, teacher certification boards, and for legislators determining funding formulas. The appendix includes the questionnaire, initial cover letter, and follow-up letters to non-respondents. (JHZ)

ED 280 644 RC 016 118

Sahide, Amal; And Others
The Distance Learning Program at Ikipujung Pandang, Indonesia.
PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Distance Education; Foreign Countries; *Independent Study; *Learning Modules; Nontraditional Education; Postsecondary Education; Program Descriptions; *Rural Education; *Secondary School Teachers; Teacher Education; Teaching Skills
IDENTIFIERS- *Ikipujung Pandang University (Indonesia); *Indonesia

The Distance Learning Program was implemented in 1984 by Ikipujung Pandang University to provide training opportunities for nondegree secondary school teachers in isolated rural areas of eastern Indonesia whereby they did not have to attend classes on a regular, full-time basis at a conventional educational institution. The program focuses on providing additional knowledge in subject matter fields and teaching skills. The basic instructional medium is the printed course book which provides a self-instruction package including an activities book, worksheet, and answer sheet dealing with a single conceptual unit of a subject matter. The program is operated at 15 learning centers located in local secondary schools where students come on weekday afternoons or Sundays to pick up materials, attend group discussions, receive tutoring, or take examinations. Forty-eight tutors with bachelors' or masters' degrees in education with major emphasis in the subject matter field they tutor are involved in the program. Program evaluation has identified problems concerning students' learning difficulties (particularly those related to study development and problems with the self-directed learning system), development and distribution of learning modules, geographic isolation, and the learning centers. Similar to results of conventional education at the university, over 90% of students in the distance program passed the final examination. (NEC)

Leask, Linda; And Others
Where Have All the Billions Gone?
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- Feb 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Economic Change; Economic Development; Educational Finance; Elementary Secondary Education; *Expenditures; *Financial Policy; Financial Problems; *Fiscal Capacity; Higher Education; Operating Expenses; Quality of Life; *Resource Allocation; State Aid; *State Programs; Transportation
IDENTIFIERS- *Alaska; *Economic Impact; State Issues; State Role

Providing a basis to help Alaskans determine future spending levels and priorities, this report traces how the state spent more than $26 billion in general funds from fiscal years 1981 through 1986 before oil prices crashed and brought state revenues tumbling down with them. Figures indicate that cumulative general fund expenditures over the 5-year period were allocated to state agencies (31%), schools (14%), municipalities (11%), permanent fund deposits (10%), individuals (9%), public corporations (8%), loan funds (5%), University of Alaska (4%), debt service (3%), one-time expenses (3%), and miscellaneous grant/programs (2%). Over 30% of general fund expenditure was for expenditures that did not exist or were miniscule before 1980. Overall standard operating expenses increased 168% between 1979 and 1985. Capital expenses grew more than 800%. Biggest percentage increases in operating expenses between 1979 and 1985 were in development (+393%), general government (+206%), and transportation (+196%). The nature of state spending changed by assuming increased responsibility for municipal and school finance. The state paid more than 90% of the operating costs of expanded rural school districts and nearly 70% of city/borough school costs. The nature of revenues also shifted, with no taxes being taken from individuals after the first half of 1980. (NEC)

ED 280 671 RC 016 204

Hernandez, Norma G.; Descamps, Jorge

Involving Mexican Americans in Higher Education: An Untapped Potential.

PUB DATE- Jan 86
NOTE- 10p.; In: Teaching to Potential. Proceedings of the Regional Conference on University Teaching (2nd, Las Cruces, New Mexico, January 9-10, 1986); see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Affirmative Action; *Change Strategies; *Cultural Influences; Cultural Traits; Economic Status; Educational Change; *Educational Environment; *Equal Education; Faculty Integration; *Higher Education; Hispanic American Culture; Humanistic Education; Language Role; Mexican American Education; *Mexican Americans; Minority Groups; Multicultural Education; Spanish Speaking; Student Financial Aid; Student Needs
IDENTIFIERS- *United States (Southwest)

A review of over 500 research studies identified 3 factors influencing the ability of Mexican American students to profit from the instruction currently available in United States colleges and universities: (1) a different language; (2) a different economic situation; and (3) a different response to social and personal interactions. Based on these factors, recommendations can be made for changing universities into pluralistic institutions. Institutions must implement an affirmative plan of action that insures equal education. Every effort must be made to provide financial assistance to capable Mexican American students. Cultural and linguistic values held by Mexican Americans should be positively reflected in the educational environment. A climate characterized by warm, personalized interactions with special attention given to the learning style of Mexican Americans must permeate the institution. A strong assistance program must help the districts decrease the underachievement of Mexican American students so they may fulfill high school academic requirements and enter college. Colleges and universities must create strong assistance programs to insure the success of Mexican American

students in higher education. These recommendations--presented through the case of the Mexican Americans in the Southwest--apply to other minorities as well. (JHZ)

ED 280 687 SE 047 849

Penn, Linda
Young Scientists Explore the World of Nature. Book 1 Primary Level.
REPORT NO.- ISBN-0-86653-069-X
PUB DATE- 82
NOTE- 37p.; Illustrated by Elaine Scott. For books 2-12 of this series, see SE 047 850-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA402; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Education; *Science Instruction; *Trees
IDENTIFIERS- *Plants (Botany)

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The first section focuses on trees and investigates types common to all states and climates. A tiny seed mascot, known as Ollie Acorn, introduces the children to various characteristics of the trees with picture fill-ins, songs, games, and experimental projects. A section is also included on animals and their interdependence with plants. Directives for the individual activities are provided in the teacher/parent guide section and include: (1) discussion questions; (2) explanations of the learning activities with answer key; (3) vocabulary list; and, in most cases, (4) extended activities. (ML)

ED 280 704 SE 047 866

DeBruin, Jerry

Young Scientists Explore Animals. Book 2--Intermediate Level. A Good Apple Activity Book.

REPORT NO.- ISBN-0-86653-073-8
PUB DATE- 82
NOTE- 40p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA406; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biology; Educational Games; Elementary Education; *Elementary School Science; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Parent Participation; Puzzles; *Science Activities; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of animals. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided which focus on such topics as: (1) microscopic life; (2) metamorphosis; (3) animal tracks; (4) birds; (5) fish; (6) vertebrates; (7) animal records; and (8) the human skeleton. (ML)

Pankratius, William J.; Keith, Thomas Mark
Building an Organized Knowledge Base: Concept Mapping in Secondary School Science.
PUB DATE- 28 Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the National Science Teachers Association (35th, Washington, DC, March 26-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Concept Formation; *Concept Teaching; *Learning Strategies; Misconceptions; Models; Process Education; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Concept Mapping; *Concept Maps; Science Education Research

Perspectives on concept mapping and its benefits to students in the learning of scientific concepts are presented in this paper. A concept map is defined as a two-dimensional heirarchical representation of concepts which indicates the relationship between the selected concepts. Aspects of concept mapping addressed in this review include: (1) its structure (consisting of a sample map); (2) construction of a map (specifying the steps involved in mapping); (3) applications (indicating uses in curriculum development, instruction, and evaluation); (4) classroom use (suggesting ways for introducing concept mapping to students); (5) research studies (reviewing one study's findings); and (6) a conclusion (re-emphasizing the instructional value of concept mapping). (ML)

ED 280 738 SE 047 902

Skehan, James W.
Modern Science and the Book of Genesis. An NSTA Science Compact.
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-046-3
PUB DATE- 86
NOTE- 31p.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Biology; *Controversial Issues (Course Content); *Creationism; *Evolution; Geology; Religious Conflict; *Science and Society; Science Education; *Science Instruction; Scientific Concepts; Secondary Education; *Secondary School Science
Based on the premise that knowledge of evolutionary theory is essential for understanding the natural world, this document was designed to assist science teachers and others as they consider the issues that influence the teaching of evolution. The position is taken that there is no conflict between data and sound theories based on science and religious beliefs based on the Bible. Information and perspectives are presented under the topic headings of: (1) "The Genesis of Genesis"; (2) "Early Science Interprets Genesis"; (3) "New Data"; (4) "Creationism versus Science"; and (5) "Two Kinds of Knowledge." References are listed and the National Science Teacher Association's position statement on the "Inclusion of Nonscience Tenets in Science Instruction" is included. (ML)

ED 280 753 SO 017 640

Flinders, Neil J.
Systems, Professionalism, and Morality in Education.
PUB DATE- 80
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Course Organization; *Educational Development; *Educational Environment; *Educational Planning; Elementary Secondary Education; *Instructional Systems; *Systems Building; Teaching Methods; Teaching Skills

Forces which have influenced the shifting of moral foundations and their potential influence on the field of education are explained in this paper. Two categories of systems--soft and hard--are reviewed. A system 'hardens' when the emphasis on the application of a technique becomes more important than serving the purposes for which the technique was created. For educators, the art and skills of teaching should serve society. Techniques can be improved; but as these are defined and they increase in proficiency, they must not become more central than the purpose and the people they are designed to serve. 'Soft' systems constitute a more compatible environment for moral education. The personal freedom they offer and the individual responsibility they demand seem more vital to humanity's well-being than the much heralded fruits of 'hard' systems such as predictability, demonstrable outcomes, and time-cost efficiency factors. This article presents a historical review of the systems approach, its development from soft to hard systems, and the implications for moral education. (KWL)

ED 280 769 SO 018 018

Parsons, Jim
The Nature and Implication of Textbook Bias.
PUB DATE- 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Cultural Images; Elementary Secondary Education; Eskimos; *Ethnic Bias; Ethnic Discrimination; *Ethnic Stereotypes; Indigenous Populations; *Minority Groups; North Americans; *Racial Bias; Social Studies; *Textbook Bias; Textbooks
IDENTIFIERS- *Native Americans

Savage, blood-thirsty, drunk, monosyllabic, naked, and primitive are the stereotypes of Native Americans in textbooks. These stereotypes are so pervasive that they tend to be accepted uncritically by the rest of society. The evidence suggests that many textbooks are biased and, in a large number of cases, outright racist. The concept of "errors by omission" has been noted as important by several educators. Also, many authors who are critical of textbooks state that texts are written from a white Eurocentric perspective. In the pamphlet "Two History Texts: A Study in Contrasts" (1975), Moore states that judging one culture by the standards of another represents its own type of bias. Hence, Indians are named Indians instead of a name of their own choosing; authors report that "funny sounding" place names come from Indians; Indian religions practices are called myths; and the Indians were "discovered" or "found" by Europeans. Critics of biased textbooks feel that, until things change for the better, another generation of school children will learn that some people in society are more valuable than others. In conclusion, the treatment of natives in textbooks and in education generally reflects that the society has low expectations for natives as a group and fails to see them as individuals. (BZ)

Widutis, Florence
The Person and the Planet: A Problems Course. A Curriculum Guide. Revised Edition.
PUB DATE- 85
NOTE- 51p.
AVAILABLE FROM- International Institute of Transpersonal Diplomacy Publications, 3318 Gumwood Drive, Hyattsville, MD 20783 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Development; *Creative Thinking; Higher Education; Individual Power; Lesson Plans; Meditation; *Personality Development; *Problem Solving; Secondary Education; Self Actualization; *Self Concept; Self Evaluation (Individuals); Social Action; Sociology; *World Problems

Growth occurs when the need for change is recognized by the individual through self-analysis, and when measures to effect the change are self-initiated. In this course the student is actively involved at every step in self-evaluation, identifying problem areas in her or his relationships and environment, selecting topics and issues for research, formulating the questions she or he wishes to answer, and discovering appropriate sources of information. Reliance is placed on teacher-pupil planning, guided discussion, and informal presentation of material. Lectures and instructive diagrams are employed in subject areas not readily available, such as methods of encouraging creative, intuitive thinking and achieving a planetary perspective. Aid in effecting desired changes in feelings and behavior is provided in guided awareness exercises and imaging. Included is a reading list of books that inspire and stimulate growth. (BZ)

ED 280 799 SP 028 499

Harness, Tim D.
Toward a More Effective Teaching Force: Attracting, Preparing, and Evaluating Our Nation's Educators.
PUB DATE- Nov 86
NOTE- 60p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Policy Formation; Preservice Teacher Education; Public Opinion; Teacher Certification; *Teacher Effectiveness; Teacher Improvement; *Teacher Selection

This study focuses on current policies of selection, training, and evaluation of teachers, and on currently available methods and resources to improve these policies. Annotations and abstracts are presented of recent studies on the following topics: (1) teacher quality; (2) public opinion of the public schools; (3) identifying effective education; (4) methods and practices of evaluation; and (5) efforts to improve teaching. A brief summary of key points follows each topic. Discussion and conclusions on insuring competency in certified teachers, employing the best of those certified, and insuring continued professional growth of teachers subsequent to employment are presented, and recommendations are made. Appendixes include data on the Scholastic Aptitude Test and the National Teacher Examination, a list of 85 effective teacher competencies, and 12 recommendations for a quality teacher evaluation system. (JD)

ED 280 815 SP 028 695

Norton, Ruth A.
Divining and Defining a Problem Space: An Investigation of Preservice Teachers' Interactive Thinking.
PUB DATE- Apr 87
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Decision Making; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Interaction Process Analysis; Preservice Teacher Education; Secondary School Teachers; *Student Behavior; *Student Teachers; *Teacher Response; Teacher Student Relationship

Research on interactive thinking has revealed that teachers make interactive decisions in response to students' behavior and to the flow of the activities or routines they have established based on their planning. The purpose of this study was to describe the interactive information processing of preservice teachers, and to identify similarities and differences among the interactive thoughts and decisions of elementary and secondary preservice teachers. Twenty undergraduate student teachers participated in the study. During the final weeks of student teaching, the subjects were videotaped conducting lessons of their own design and then responded to stimulated recall interviews while watching the tapes. The results of the study indicated that each group reported more pupil-related decisions than any other type. However, there were differences in the patterns of emphasis in the types of interactive decisions of the participants. Elementary teachers placed a dominant emphasis on pupil-related decisions, while secondary teachers were more content-oriented. The findings from case studies provide a close look at the interactive thoughts and decisions of two exemplary student teachers. Charts illustrate patterns of interactive thinking, and appendices contain descriptions of the interview procedure and coding system used in the study. References are included. (JD)

ED 280 831 SP 028 739

Ellson, Douglas G.
Improving the Productivity of Teaching: 125 Exhibits. A CEDR Monograph.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
REPORT NO.- ISBN-0-87367-723-4
PUB DATE- 86
NOTE- 129p.
AVAILABLE FROM- Phi Delta Kappa, 8 and Union, Box 789, Bloomington, IN 47401.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Cost Effectiveness; *Instructional Improvement; Research Utilization; *Teacher Effectiveness; Teacher Improvement; *Teaching Methods

This monograph examines a collection of empirical evaluation studies, each of which compares two or more instructional practices, techniques, or systems for teaching a particular subject or curriculum in terms of one or more quantitative indices of instructional productivity, e.g., teaching effectiveness (pupil performance), and cost factors or both, and reports large between-group differences. Collectively the comparisons made in in the study identify 125 instructional treatments for which one or more indices of productivity was double or more than double that obtained for a comparison treatment or treatments. Categories of teaching methods and/or teaching systems include: (1) conventional instruction; (2) conventional teaching; (3) augmented conventional teaching; (4) conventional tutoring as supplement to conventional teaching; (5) content modification in conventional teaching; (6) procedural modifications of conventional teaching; (7) programmed learning; (8) programmed teaching including programmed tutoring; (9) partially programmed teaching; and (10) performance-based instructional design. The collection of 125 exhibits is appended, each summarized in terms of the source references. Brief descriptions are presented of the subject or subjects taught, the experimental and comparison treatments, the measures of productivity, and the results obtained in the comparisons. (JD)

ED 280 846 SP 028 787

Stolworthy, Reed L.
Teaching Competencies Demonstrated by Student Teachers and First Year Teachers: Tabular Illustrations and a Ranking of the Mean Values.
PUB DATE- 24 Apr 87
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Cooperating Teachers; Elementary Secondary Education; Followup Studies; Higher Education; Preservice Teacher Education; *Principals; Program Effectiveness; Self Evaluation (Individuals); *Student Teachers; *Student Teacher Supervisors; Teacher Education Programs; *Teacher Evaluation

This follow-up study of potential first-year teachers involved 32 undergraduates certified to teach by Washburn University (Kansas) during the fall semester of 1984, and 42 undergraduates during the spring of 1985. The data obtained from the first-year teachers were compared to their previous self-evaluation as student teachers. Cooperating teachers, university supervisors, and principals of the first-year teachers also evaluated the participants. The evaluation instrument consisted of 25 competencies in the areas of professional, instructional, and interpersonal effectivenss, rated by respondents on a Likert-type scale. At the end of student teaching the student teachers, cooperating teacher, and university supervisor completed their respective evaluations. In addition, after one year, the student teacher (now a first-year teacher), and the principal of the first-year teacher completed the appropriate instrument. Comparisons were made of responses by the student teachers and, subsequently, the beginning teachers after the first year of teaching. All data are illustrated on tables and charts. Conclusions based on the data are discussed in a section that lists each of the 25 competencies and the rating of each group of respondents on each. Copies of all the evaluation instruments for both student teachers and beginning teachers are included in the appendices. (JD)

ED 280 860 TM 870 186

Improving the Selection, Classification, and Utilization of Army Enlisted Personnel: Annual Report Synopsis, 1984 Fiscal Year.

Human Resources Research Organization, Alexandria, Va.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1393
PUB DATE- Jul 85
NOTE- 79p.
CONTRACT- MDA-903-82-C-0531
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Testing; Criterion Referenced Tests; Databases; Job Performance; *Job Placement; *Military Personnel; *Occupational Tests; Performance Tests; *Predictive Measurement; Research and Development; *Test Construction; Test Theory; *Test Validity
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Army

This report describes technical plans and progress during the second year (Fiscal Year 1984) of work on the U.S. Army's Project A: "Improving the Selection, Classification, and Utilization of Army Enlisted Personnel." Project A is a long-range research program developed by the Army Research Institute for the Behavioral and Social Sciences. The goal is to establish a computerized personnel allocation system to match available personnel resources with Army manpower requirements based on biographical, psychological, and performance measures and a firm quantification of their interrelationships. The second year's activities focused on the following: (1) evaluation of the validity and fairness of existing prediction and criterion measures, such as the Armed Services Vocational Aptitude Battery; (2) development of criterion measures that reflect all major factors of job performance for first-tour enlisted personnel; (3) development and pilot testing of predictor measures called the Pilot Trial Battery; and (4) validation research based on the expansion of the longitudinal Research Database. This validation research led to proposed improvements in the Army's existing procedures for selecting and classifying new recruits. The status and the future directions of

army selection and classification research are also discussed. Abstracts of 26 reports, articles, and papers referenced in the test are appended. (JAZ)

Bhola, H. S.
Training of Evaluators in the Third World: Implementation of the Action Training Model (ATM) in Kenya and Botswana.
PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Educational Needs; *Evaluators; Foreign Countries; Higher Education; *International Programs; Models; *Professional Training; Program Evaluation; *Technical Assistance; Training Methods; *Workshops
IDENTIFIERS- *Action Training Model; Botswana; Kenya

The Action Training Model (ATM) was developed for the delivery of evaluation training to development workers in Kenya and Botswana and implemented under the aegis of the German Foundation for International Development. Training of evaluators is a challenge in any context, but in the Third World environment, evaluation training offers special problems. Typically, evaluation training comes to these countries through outsiders, and quite often within the framework of technical assistance. The development of ATM was based on previous trial workshops conducted in Kenya and Tanzania. The training typically consists of an intense schedule of four two-week workshops. A great deal of trainee participation is encouraged. Current experience with ATM indicates that it shows promise in a technical assistance situation, as well as for use within a Third World country. (GDC)

ED 280 889 TM 870 219

Smith, Douglas K.; Lyon, Mark A.

K-ABC/McCarthy Performance for Repeating and Nonrepeating Preschoolers.

PUB DATE- Mar 87

NOTE- 19p.; Paper presented at the Annual Meeting of National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) -

DESCRIPTORS- Achievement Tests; Analysis of Variance; *Cognitive Measurement; *Comparative Testing; Grade Repetition; High Risk Students; Intelligence Tests; *Learning Disabilities; *Preschool Children; Preschool Education

IDENTIFIERS- *Kaufman Assessment Battery for Children; McCarthy Scales of Childrens Abilities

This study compares the McCarthy Scales of Children's Abilities (MSCA) and the Kaufman Assessment Battery for Children (K-ABC) profiles of successful and unsuccessful preschoolers with learning disabilities. Subjects, 40 preschool students, were tested at the beginning and at the end of the preschool year and were placed into repeating or nonrepeating groups based on the preschool staff's recommendations. Both groups scored higher on the K-ABC than on the MSCA. Repeaters scored lower on both scales. At the time of retesting (K-ABC only), the repeaters, as compared to the nonrepeaters, scored significantly lower on each K-ABC global scale. On the second testing, repeaters scored higher on Mental Processing Composite (MPC) and Simultaneous Processing (SP) subscales, while the nonrepeaters scored significantly higher on MPC, SP, and Achievement subscales. The repeaters displayed a more uniform global scale pattern on the K-ABC while the nonrepeaters displayed significantly higher mean Simultaneous scores as compared to mean Sequential scores at time of retesting. Stability coefficients ranged from .55 to .84 for the nonrepeaters and from .83 to .95 for the repeaters. (Author/JAZ)

ED 280 904 UD 025 401

"Move-In" Violence: White Resistance to Neighborhood Integration in the 1980's. Special Report.
Southern Poverty Law Center, Montgomery, AL.
PUB DATE- 5 Feb 87
NOTE- 29p.; Published by the KLANWATCH Project.
AVAILABLE FROM- KlanWatch Project, Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36195.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Crime; *Migration; Minority Groups; *Neighborhood Integration; *Racial Bias; Racial Distribution; Racial Relations; Racial Segregation; *Violence; Whites

Racist violence has followed the migration of minority families to the suburbs as intransigent whites resort to arson and other violence to preserve racially segregated neighborhoods. A study of this phenomenon of "move-in violence" for the years 1985-86 found it to be a serious, under-reported social problem nationwide. In cases where arrests have been made it has been found that the perpetrators were not members of such groups as the Ku Klux Klan or the neo-Nazis, and evidence suggests that the problem is as acute in the North and West, areas not traditionally associated with violent racism, as in the South. The report describes specific cases in Louisville, Baltimore, Chicago, Philadelphia, Boston, and other cities, and reports that white racist violence has targeted other minorities besides blacks. Nonetheless, the potential for white-on-black, southern violence remains strong, especially in certain southern rural counties. Because it appears that violent racism is being revived, the creation of a nationwide law enforcement reporting system to keep record of hate violence incidents is recommended. The participation of Federal law enforcement agencies in this system is critical, and more State and city police agencies must develop record-keeping procedures. Furthermore, it is recommended that laws against intimidations in which no bodily injuries result (cross-burning, etc.) be upgraded from misdemeanors to felonies. Appended is a list of serious move-in incidents, 1985-86, giving date, place, and nature of incident. (KH)

ED 280 918 UD 025 420

Project PROBE, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 33p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit. For 1984-1985 report, see ED 272 603.
GRANT- G008202293
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Career Awareness; Chinese; Computer Literacy; *English (Second Language); *High Schools; *Native Language Instruction; Parent Participation; Program Effectiveness; Spanish Speaking
IDENTIFIERS- New York City Board of Education

In its second year of operation, Project PROBE (Professions Oriented Bilingual Education) experienced difficulty in meeting some of its instructional objectives. The project had sought to provide instructional and supportive services to 200 Spanish-speaking students from Latin America at Louis D. Brandeis High School (Manhattan, New York) and to 100 Vietnamese-born, Chinese-speaking students at Sheepshead Bay High School (Brooklyn, New York). PROBE's goal was to increase career awareness among students of limited English proficiency (LEP) through English as a second language (ESL) and native language arts instruction and through bilingual instruction in content-area subjects. This assessment reports the following findings: (1) students were successful in achieving the proposed English-language achievement objectives; (2) objective mastery in native language arts in Chinese and Spanish could not be assessed as proposed; (3) the project could not achieve its content-area passing rate objective; (4) the attendance rate of project students was significantly higher than the schoolwide rate; (5) the career awareness component was not being implemented at either site; (6) staff development and curriculum development activities were few; and (7) parental

involvement in school functions could not be assessed because of missing data. (PS)

ED 280 932 UD 025 459

Emergency Jobs Act of 1983: Funds Spent Slowly, Few Jobs Created. GAO Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-87-1
PUB DATE- Dec 86
NOTE- 137p.; Appended questionnaires contain small print.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, extra copies $2.00 ea., 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employment; *Employment Opportunities; *Employment Programs; Federal Government; *Federal Programs; Job Development; Poverty; Unemployment
IDENTIFIERS- *Emergency Jobs Appropriations Act 1983; *Recession

Between July 1981 and November 1982, the United States experienced the worst economic recession of the post-World War II period. In response, Congress in March 1983 enacted the Emergency Jobs Appropriations Act, whose objectives were: (1) to provide productive employment for jobless Americans; (2) to hasten or initiate federal projects and construction of lasting value; and (3) to provide humanitarian assistance to the indigent. The study detailed in this report reviewed all available data on the implementation of the Act from its enactment through June 1985. Methods included a review of funded projects in six geographical areas of the United States and a questionnaire survey of a random sample of projects from 10 of the 77 programs funded under the Act. It was found that, while the act was implemented quickly, it was neither effective nor timely in relieving the high unemployment caused by the recession. Funds were spent slowly and few jobs were created when most needed in the economy. The unemployed did not benefit directly and efforts to provide jobs for the unemployed were varied. Benefits other than employment were provided with the funds spent. It is concluded that a job creation program designed

to alleviate unemployment effects of a recession is most effective under the following circumstances: (1) legislation is enacted as soon as possible after the recession is identified; (2) funds are spent quickly and people are hired when the economy needs new jobs the most; and (3) funds are spent before the economy recovers. Extensive appendices include statistical data on characteristics and expenditures for the 77 funded programs, explanations of methodology, and the study questionnaires. (LHW)

ED 280 573 PS 016 393

Curtis, Audrey
The Needs of Four Year Old Children in School.
PUB DATE- Jul 86
NOTE- 6p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; *Classroom Environment; Foreign Countries; *Preschool Children; Preschool Education; *Public Schools; Surveys; *Teacher Education
IDENTIFIERS- *Developmental Curriculum; *England

England's trend toward encouraging 4-year-old children to begin infant school at the beginning of the year in which they become 5 years of age led the British Association for Early Childhood Education to investigate the needs of 4-year-olds in school. At the end of a year's discussion, 56 working groups completed a questionnaire which has raised several issues. While respondents disagreed about the needs of 4-year-olds in school, they agreed substantially about environmental characteristics appropriate to 4-year-old children, the need for a teacher/student ratio of 1:13 or less, the provision of a trained nursery nurse, training for teachers, and teachers' support needs. Respondents disagreed about full-day versus half-day scheduling, incorporation of nursery classes in schools, duration of nursery experience for students, and the value of placing 4-year-olds in primary classes for the purpose of socializing them to a work ethic. Concluding remarks emphasized the need to ensure that any child entering school under the age of 5 years is provided an appropriate physical environment and is taught by appropriately trained staff who provide a developmental curriculum and recognize the developmental differences between 4- and 5-year-olds. (RH)

ED 280 588 PS 016 423

Galinsky, Ellen; Friedman, Dana E.

Investing in Quality Child Care: A Report for AT&T.

Bank Street Coll. of Education, New York, N.Y.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- Nov 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; *Day Care; Early Childhood Education; *Fringe Benefits; Glossaries; Profiles; Program Descriptions; *Program Improvement
IDENTIFIERS- *Business Role

More than 50 child care experts were asked (1) What aspects of child care are most likely to ensure high quality? (2) What are the current barriers to achieving quality in child care? and (3) What corporate or labor initiative would make the greatest difference in improving the quality of child care services? Recommendations generated from the inquiry form the basis of this report. Contents additionally provide highlights from research on working parents and companies with child care programs, assumptions and facts about child care, and recommendations to improve the quality of child care. Concluding material lists four ways the business community can improve the quality of child care and describe business initiatives in child care services. Such initiatives include resource and referral at the IBM Corporation, efforts of the American Express Company and BankAmerica Foundation to expand the supply of community family day care, American Savings and Loan Association's establishment of a near-site child care center, and Baxter Travenol Laboratories, Inc.'s voucher program. A glossary of terms, lists of study participants and organizations mentioned in the report, and a four-page bibliography are included. (RH)

Scofield, Merry Ellen
Taking Note: The Importance of Documenting Student Progress in a Preschool Setting.
PUB DATE- 5 Dec 86
NOTE- 24p.; Some charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Observation Techniques; Preschool Education; *Preschool Teachers; Problem Solving; Profiles; *Record Keeping
IDENTIFIERS- Professionalism

Presented are a strategy for recording observations of preschool children, documentation of the strategy in use in a nursery school, and thoughts on the importance of observing for curriculum planning, teacher-parent conferences, and professionalism. The system of documentation includes a daily attendance record, written observations on children's behavior, and a developmental chart on each child. Examples of strategy use consist of three profiles of cases in which a preschool teacher turned to her written records for help in dealing with the problems of excessive absences, a child's need for an extra year of preschool in order to develop social skills, and the inappropriate placement of a child in a developmental kindergarten on the basis of borderline performance on one task on a screening test. Numerous illustrations of actual records supplement the discussion. (RH)

ED 280 618 PS 016 482

Wyatt, Denise M.; Fulton, Arlene
Effect of Cognitive Tempo on Preschool Children's Use of the Computer.
PUB DATE- 26 Mar 87
NOTE- 18p.; Paper presented at the Annual Conference of the Southern Association for Children Under Six (6th, Memphis, TN, March 26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Error Patterns; *Microcomputers; *Preschool Children; Preschool Education; *Psychological Characteristics; Research Methodology
IDENTIFIERS- *Cognitive Tempo; *Computerized Techniques

Computer usage by preschool children differing in cognitive tempo was explored. Cognitive tempo refers to a child's tendency to respond slowly or rapidly in a problem-solving situation which has high uncertainty. The Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP) was administered to 13 children enrolled in a prekindergarten class at a day care center. Of the sample, three children were identified as reflective (responding slowly) and three as impulsive (responding rapidly). Data were collected via a computerized observational checklist developed by the researcher. It was found that children classified as impulsive made more errors when using the computer than did children classified as reflective. When subjects were rank-ordered according to error scores received on the KRISP and the computerized checklist, order was preserved except for two subjects. Little difference was observed in the frequency and length of computer sessions by impulsives and reflectives when compared as groups; however, much variation between individual subjects was evident. Use of the computer as an observational tool was found to have several advantages, including reduced observer bias and greater accuracy in recording observations. (Author/RH)

ED 280 645 RC 016 119

Elrod, G. Franklin
Work Experience for the Rural, Special Needs Student: A Pipe Dream or a Possibility?

PUB DATE- Oct 86
NOTE- 27p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Disabilities; *Disadvantaged; Educational Needs; Elementary Secondary Education; *Job Skills; Normalization (Handicapped); Questionnaires; *Rural Education; Rural Youth; School Business Relationship; Special Education; Special Programs; Student Experience; Vocational Education; Work Attitudes; *Work Experience Programs

Work experience programs help rural handicapped, learning disabled, and economic/culturally disadvantaged students to make the transition from school to young adulthood. Reading, mathematics, and social difficulties evident in school impact work behaviors in later life. Other factors impacting work behaviors include cultural differences, economic hard times, limited vocational alternatives, and lack of response by educators. Vocational and pre-vocational work experience programs can assist in changing established behaviors and developing work behavior appropriate to rural employment needs. Procedures for building work experience programs in rural schools include locating on-campus and off-campus job sites, approaching employers, assessing requirements of transporting students to sites, training on-site supervisors, teaching work-related skills, obtaining liability waivers, and developing a continuum of work experience placement such as piece-work in the classroom, followed by on-campus job, then off-campus placement. Suggestions for program success include: extend work experience to junior high/middle schools; look at student capabilities, not disabilities; involve parents; use contracts to formalize the program for students, employers, and school personnel; conduct program evaluations. Appendices provide sample forms for evaluating potential work experience sites, student personal information/self-evaluation, work evaluation forms, liability waivers, job training agreement, work experience contract, and evaluation questionnaires. (LFL)

ED 280 659 RC 016 173

Beaulieu, Lionel J.

The Rural South in Crisis: New Challenges for Rural Development.

PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Southern Rural Sociological Association Meeting (Nashville, TN, February 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; *Economic Factors; Extension Education; Federal State Relationship; Government Role; Higher Education; *Land Grant Universities; Retrenchment; *Role of Education; Rural Areas; *Rural Development; Rural Environment; Rural Extension
IDENTIFIERS- *Farm Crisis; *United States (South)

Since the advent of the 1980s, the economic viability of many farm operations has been severely jeopardized. Although attention has been directed primarily to the Midwest, in many respects farm stress has been greater in the South than in any other region. What is clear, however, is that the crisis is not strictly an agricultural one. Rather, a plethora of communities across the rural landscape, especially in the South, has been subjected to a crisis of its own. While the so-called "rural crisis" in the South has been an outgrowth of the changed economic conditions of the 1980s, it also has been based on deep-seated problems that have existed in the region for decades. Unfortunately, despite severe hardships facing rural areas of the South, land-grant institutions of the South are ill-equipped to respond to the needs of these communities. Further exacerbating the situation is a federal policy that has reduced support for rural development program initiatives at state and local levels. It is argued that land-grant programs of the South must embrace a rural development initiative as part of their mission, and develop new strategies for realizing economic development and visionary leadership in rural communities of the South. (Author/NEC)

ED 280 688 SE 047 850

Penn, Linda
Young Scientists Explore Insects. Book 2 Primary Level.
REPORT NO.- ISBN-0-86653-070-3
PUB DATE- 82
NOTE- 37p.; Illustrated by Charlene Czerniak. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA403; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Education; *Science Instruction
IDENTIFIERS- *Insects

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains suggestions for students to investigate the natural world and numerous black and white illustrations. The activities focus on nine easily recognized insects: bees, beetles, lady bugs, lightning bugs, ants, mosquitoes, flies, butterflies, and moths. Exercises are also included on the parts of insects and the types on insects. Directives for the individual activities are provided in the teacher/parent guide section. These include suggestions for: (1) discussion questions; (2) the actual activities; (3) vocabulary list; and in most cases (4) extended activities. (ML)

ED 280 705 SE 047 867

DeBruin, Jerry
Young Scientists Explore the Moon. Book 3--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-074-6
PUB DATE- 82
NOTE- 37p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA407; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Earth Science; *Educational Games; Elementary Education; *Elementary School Science; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Observation; Parent Participation; *Science Activities; Science Education; Science Instruction; Skill Development; *Space Sciences

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the moon. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) using the moon to tell time; (2) observing the moon's phases; (3) identifying features of the moon; (4) recognizing other planet's moons; and (5) decision-making, problem-solving simulation. (ML)

ED 280 721 SE 047 884

Levy, Barbara W.
The Math Master Level 1. Preschool-Age 6.
REPORT NO.- ISBN-0-86653-178-5
PUB DATE- 84
NOTE- 51p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA611).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; Primary Education; Student Attitudes; Workbooks

This booklet, designed for preschool through age 6, is the first in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 739 SE 047 903

Criteria for Excellence. An NSTA Science Compact.

National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-063-3
PUB DATE- 87
NOTE- 41p.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Awards; Career Awareness; Chemistry; *Demonstration Programs; Earth Science; Elementary School Science; *Elementary Secondary Education; Energy Education; Environmental Education; Inquiry; Inservice Teacher Education; Physics; Preservice Teacher Education; Science and Society; Science Education; *Science Programs; Science Teachers; *Secondary School Science; *Teacher Education Programs
IDENTIFIERS- Excellence in Education; *National Science Teachers Association

The Search for Excellence in Science Education was inaugurated in 1982 to carry out the National Science Foundation's 1981 initiative, Project Synthesis. The Search establishes criteria for excellence and applies them to actual programs in one or several fields each year. In each area the Search identifies hallmarks of excellence in terms of goals, curriculum, instruction, evaluation, and teacher qualifications. This document, the "Criteria for Excellence," and the science exemplars in 16 areas include: kindergarten through sixth grade science; middle/junior high school science; earth science; physical science; biology; chemistry; physics; science/technology/society; environmental education; energy education; inquiry science; science teaching and career awareness; science in non-school settings; preservice elementary teacher education; preservice secondary teacher education; and science supervision. (ML)

Craycraft, Kenneth; Winters, Norm
Japan: Land of the Rising Sun. A Twelve Day Unit of Study for Fourth Grade Students.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Course Content; *Cross Cultural Studies; Curriculum Guides; Elementary Education; Elementary School Curriculum; Foreign Countries; *Global Approach; Grade 4; Instructional Materials; Learning Activities; Resource Materials; *Social Studies; Teaching Methods; Units of Study
IDENTIFIERS- *Japan

This unit of study on Japan contains the following content areas: Unit Focus/Motivation; Islands of Japan; Living on an Island; Buildings; Economics; Transportation; and Culminating Activities. The objectives of the unit include knowledge, skills, and attitudes. Suggested activities for each of the content areas are offered and explained to assist teachers with implementing the activities. Suggestions on sources of materials and procedures for evaluation are included. Guidelines on how to make a model of an active volcano and the materials required for this project are contained in Attachment 1. (KWL)

Buss, Lois Converse
Academic Travel Abroad for High School Students: Making an Intelligent Choice.
PUB DATE- Dec 86
NOTE- 36p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Cultural Exchange; Foreign Culture; High Schools; *High School Students; *Program Development; *Reference Materials; *Student Exchange Programs; *Study Abroad; *Travel

Social studies educators frequently receive publicity about programs of academic travel abroad. The sponsoring organizations and institutions claim that these programs will improve foreign language ability, create greater international understanding, and help students grow personally. The question is whether or not these claims are supported by conclusive research and how educators can make well-informed, intelligent decisions about which programs to use. This study, organized into four sections, reviews the research of experts in the field of academic travel abroad and provides educators with the knowledge and tools necessary to select or to create an effective academic travel abroad program for their students. The first section reviews recent research assessing the value of academic travel abroad. The second lists existing programs available to high school students. The third section provides examples of individual schools that chose to develop their own programs which can be used as models for educators. The final section considers important concerns and responsibilities of the teacher or administrator making a decision about academic travel abroad. (APG)

ED 280 785 SO 018 055

Johnston, Michael
The New Christian Right and the Powers of Television.
PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiences; *Christianity; Conservatism; Democratic Values; Higher Education; Mass Media; *Mass Media Effects; Media Research; *Political Influences; Programing (Broadcast); *Religion; Religious Education; Symbolism; Television Research; *Television Viewing
IDENTIFIERS- *Televangelism

Religious services and programs have been a feature of U.S. broadcasting since regularly-scheduled radio began in the 1920s. With the emergence of television, broadcast religion is more pervasive than ever before. It has also become the focus of debate over its role in United States politics. Televangelism is best regarded as a dialogue between communicators and audiences, not a magical tool by which the few manipulate the behavior of the many. This is not an assertion that the video preachers have somehow failed. Rather, their followings suggest that they are succeeding at what the mass media can do best: to engage, through the skillful use of symbols, the inner conflicts and anxieties of large numbers of people, and then to skillfully read and adapt the message to the responses which the audience is constantly transmitting back. (BZ)

ED 280 800 SP 028 503

Doak, E. Dale, Ed.; And Others
Simulation and Clinical Knowledge in Teacher Education, Prologue to the Future. Proceedings from a National Invitational Symposium (Knoxville, Tennessee, November 13-14, 1986).
Tennessee Univ., Knoxville. Coll. of Education.
PUB DATE- Nov 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Educational Technology; *Experiential Learning; Higher Education; *Instructional Effectiveness; Learning Strategies; *Preservice Teacher Education; *Simulation; *Teaching Methods

This monograph consists of papers delivered at the "Symposium on Simulation in Teacher Education" that was held to examine or define the state of the art of simulation in teacher education. The following papers are presented: (1) "Instructional Alternatives Available for Use in Professional Education" (D. R. Cruickshank); (2) "The Role of Interactive Video in the Acquisition of Teaching Skills" (Laurence D. Brown, David H. Gliessman); (3) "Creating a 'Recycling Center' for Teacher Thinking" (Greta Morine-Dershimer); (4) "Teacher Information Processing in the Management of Classrooms" (Willis D. Copeland); and (5) "Clinical Knowledge and the Unique Role of Simulation as an Instructional Strategy for Teacher Education: A Participant's Perspectives" (Marcia J. Keith). A summary of the symposium by E. Dale Doak concludes the document. (JD)

ED 280 816 SP 028 696

Brown, James G.; Wambach, Cecelia
Using Mentors to Increase New Teacher Retention: The Mentor Teacher Induction Project.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; Elementary Secondary Education; *Mentors; *Program Effectiveness; *Student Teachers; Teacher Attitudes; *Teacher Orientation; *Teacher Persistence
IDENTIFIERS- *Beginning Teacher Induction

The Mentor Teacher Induction Project (MTIP) was designed to address the needs of beginning teachers during their "induction" into the teaching profession, and to increase the retention of new teachers in the profession. The central research question addressed by the project was: What will be the effect on beginning and student teachers of an induction program that emphasizes: (1) contact with a mentor (i.e., a competent and experienced teacher); (2) involvement of mentor teachers in seminars; and (3) opportunities for both formal and informal professional support (both student teachers and first year teachers)? A description is given of the elements of the program and how the program was implemented. An evaluation of the program was conducted by means of an attitude questionnaire that was administered to participants of the MTIP and also to a control group who did not participate in the project. The findings indicated that the first year teachers in the MTIP expressed to a greater extent the intent to continue teaching, compared to first year teachers not involved in the project. Both mentors and new teachers have provided consistently high ratings of project activities, suggesting they view them positively. (JD)

ED 280 832 SP 028 740

Sisley, Becky L.; Capel, Susan A.
Oregon Coaches Background Survey. Background of Coaches in Oregon High Schools 1984-1985.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; Athletics; *Degrees (Academic); Females; High Schools; Injuries; *Job Training; Males; Medical Services; *Physical Education; *Teacher Certification
IDENTIFIERS- *Oregon

A survey questionnaire sought information on the background of paid coaches in Oregon high schools during 1984-85. Specific questions addressed coaches' teacher certification status, preparation for coaching, and training for athletic injury management. Additionally, the gender of the coach was identified. A secondary purpose of the study was to find out the number of volunteer coaches used in various sports programs and to gather information on personnel available specifically for athletic training. Each school's classification for competition based on enrollment was also recorded. Background data collected on 4,238 coaches included information on the following: (1) gender; (2) certified and teaching in the same school in which coaching; (3) certified and teaching in a different school in the district; (4) certified and not teaching; (5) not certified; (6) has physical education degree, a coaching minor, or was a varsity athlete; and (7) extent of training for athletic injury management. A narrative discussion of the findings is presented and statistical data are displayed in 18 tables. (JD)

Virginia's Supply of Public School Personnel. A Report for the Year 1985-86.

Virginia State Dept. of Education, Richmond.

PUB DATE- Dec 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Beginning Teachers; Degrees (Academic); *Educational Certificates; Elementary Secondary Education; *Employment Patterns; Preservice Teacher Education; *School Personnel; Teacher Certification; *Teachers; Teacher Salaries; Teaching Experience
IDENTIFIERS- *Virginia

The Virginia Department of Education annually collects information concerning instructional personnel employed in Virginia's public schools. This publication presents information pertaining to persons employed during the 1985-86 school year. Tables display statistical information on: (1) distribution of instructional personnel by employment category; (2) types of certificates held by all instructional personnel, by employment category, by racial-ethnic category, and by school divisions; (3) unendorsed teaching assignments; (4) average salaries of instructional personnel from annual reports of superintendents; (5) source of new teacher supply; (6) number of new personnel employed by assignment area; (7) number of personnel completing state approved preparation programs by endorsement area; (8) number of beginning teachers from Virginia educational institutions employed in Virginia; (9) employed instructional personnel by state in which last degree was earned; (10) distribution of instructional personnel by age; and (11) distribution of instructional personnel by total years of professional experience. (JD)

ED 280 876 TM 870 206

Hedl, John J., Jr.
Test Anxiety and Depression in Sentence Memory: Parallel Effects?
PUB DATE- 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Cues; *Depression (Psychology); *Encoding (Psychology); Females; Higher Education; Memory; *Recall (Psychology); Semantics; *Short Term Memory; *Test Anxiety; Visualization
IDENTIFIERS- Beck Depression Inventory; Worry and Emotionality Questionnaire

Level of state test anxiety and depression were related to encoding strategy (imagery versus sematic instructions) in a study of sentence memory. Subjects were 80 female undergraduate students. Negative effects for test anxiety were found in both strategy conditions. Negative effects were found for depression when the semantic encoding strategy was used, but positive effects were found with the imagery strategy. These effects appeared to hold for both free recall and cued recall. The results suggested that different emotional states may lead to different performance outcomes, depending upon the nature of the encoding strategy employed. A quantitative effect was suggested for the emotional state of anxiety; anxiety interferes with a memory process that underlies performance in a variety of task conditions. Depression, however, appeared to have a qualitative effect; different processes were affected by the two encoding strategies, and the result varied by level of depression. (GDC)

ED 280 890 TM 870 221

Malarkey, Cynthia J.; Aiken, Lewis R.
Survey of Testing Practices.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina Del Ray, CA, November 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Content Validity; Educational Practices; *Educational Testing; Higher Education; Questionnaires; Student Attitudes; *Teacher Made Tests; Test Format; Undergraduate Students
IDENTIFIERS- *Survey of Testing Practices

The Survey of Testing Practices was administered to 470 undergraduate students at Pepperdine University and the Univesity of California Los Angeles. The items concerned testing practices in three or four classes taken the previous term: type of test, test administration, class size, procedures for returning tests, test difficulty, and observed cheating. Responses indicated that 69 percent of the courses were freshman level and 20 percent were sophomore courses. An average of three to four tests were administered per term. Types of tests were: objective, 36 percent; essay, 30 percent; objective and essay mixed, 23 percent; and oral, 1 percent. The tests were described as difficult or very difficult in 59 percent of the responses. Ninety-two percent of the courses had final examinations, and 76 percent of these were comprehensive. Students almost always knew, in advance, when a test would be given and what it would cover. Most students felt the tests covered the course material adequately and that the instructions, testing environment, and time allowed were satisfactory. Little cheating was reported. About half of the instructors reviewed the returned tests, and about half of the students kept their answer sheets or copies of the items. The 27-item questionnaire is appended. (GDC)

Lee, Everett; And Others
Georgia's Black Population.
Georgia Univ., Athens. Cooperative Extension Service.
PUB DATE- Dec 86
NOTE- 19p.; Tables contain small print.
AVAILABLE FROM- Cooperative Extension Service, The University of Georgia, Hoke Smith Annex, Athens, GA 30602 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Black Education; *Black Population Trends; *Blacks; Employment Patterns; *Family Income; Housing; Infant Mortality; Political Power; *Racial Distribution; Residential Patterns
IDENTIFIERS- *Georgia

Georgia ranks fifth in the nation in the size of its black population, fourth in percentage of blacks, and fifth in number of black elected officials. The social and economic situation of black Georgians has generally improved over the last 20 years. This report provides statistics and charts which show that: (1) during the 1970s, for the first decade since 1880, the black population grew faster than the white population; (2) the black population is becoming increasingly concentrated in a few counties, mainly around major cities, while most areas are becoming increasingly white; (3) black Georgians are younger than whites and have a higher infant mortality rate; (4) education of blacks still lags behind the national median in the number of years completed; (5) economic improvement has slowed, particularly for blacks in Atlanta; and (6) housing conditions have improved, especially in North Georgia. The consequences of these changes for black political power are briefly discussed. (PS)

ED 280 919 UD 025 421

Project CLIMB, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 37p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.

GRANT- G008525202

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Asian Americans; *Bilingual Education; Cambodians; Curriculum Development; English (Second Language); High Schools; *Limited English Speaking; *Program Effectiveness; Program Implementation; Programs; Staff Development; Vietnamese People

IDENTIFIERS- New York City Board of Education

In 1985-86, Project CLIMB was in its first year of funding at two high schools in the Bronx, New York. The program provided instructional and supportive services to 188 students of limited English proficiency (LEP) in grades 9-12. The students were recent immigrants from Cambodia and Vietnam, and all spoke their native language at home. The goal of Project CLIMB is to increase students' proficiency in English through English as a second language (ESL) instruction and instruction in mathematics, science, and social studies in an ESL format. The project provided four Apple personal computers to facilitate individualized instruction, but for security reasons the computers remained unused. Supportive services for program students consisted of academic, personal, and vocational counseling; contact with families; and referrals to outside services. Staff and curriculum development activities were also conducted. Program students at one school did much better on end-of-year achievement tests than students at the other school; school climate is thought to have had a strong effect. Nonetheless, program students at both sites had higher attendance rates and lower dropout rates than mainstream students. Numerous recommendations have been offered for improving the program in its second year. (KH)

ED 280 632 RC 016 100

Strong, Kathryn Ringhand

Mountain Roads, Lonely Mesas: A Career Program for Northern New Mexico.

Los Alamos National Lab., NM.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
CONTRACT- W-7405-ENG-36
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Business Responsibility; *Career Awareness; Career Choice; *Community Relations; Educational Cooperation; Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; Mathematics Education; Mexican American Education; *Outreach Programs; Program Descriptions; *Research and Development Centers; Rural Areas; *Rural Education; Science Careers; *Science Education; Student Motivation
IDENTIFIERS- Los Alamos National Laboratory NM; New Mexico

Educational outreach programs of Los Alamos National Laboratory assist rural educators in strengthening science curricula; encourage students to take science, math, and English courses; and create a good neighbor policy between the laboratory and rural communities/schools in predominantly Hispanic/American Indian northern New Mexico. The program, initiated in 1981, boosts technical competency of rural students to fulfill the laboratory's employment needs and helps regional economy. Laboratory scientific, technical, and support personnel conduct six types of outreach programs. Science Beginnings for grades 4-6 introduces science-related subjects to stimulate imagination. Programs for high school juniors/seniors include credit courses on state-of-the-art technology, summer programs during which students develop/present science projects with a laboratory mentor, and annual open house for students to talk with scientists about careers and research. A summer institute for secondary school science teachers offers graduate credit. Careers in Science uses panel presentations in regional schools to encourage students in grades 7-10 to consider scientific/technical careers. Panels include people with ethnic backgrounds similar to the target community, males, and females representing jobs which require a variety of educational levels. Background information about the laboratory and region, comments of panel members and teachers, and results of a program evaluation are included. (LFL)

ED 280 672 RC 016 207

Bass, Gerald R.
Financing Rural Education.
PUB DATE- 12 Oct 86
NOTE- 17p.; Paper presented at the National Conference of the Rural Education Association (78th, Little Rock, AR, October 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Categorical Aid; *Educational Finance; *Equalization Aid; Financial Needs; *Financial Problems; Full State Funding; Grants; Property Taxes; Research Needs; *Rural Schools; Shared Resources and Services; *Small Schools; State Aid; Tax Allocation
IDENTIFIERS- *Funding Formulas

State education agency personnel in 48 states were surveyed regarding current financing practices that would positively affect small school districts. One-half of the states were found to currently provide some type of additional operating revenue to small schools or school districts through pupil weighting, identification as geographically isolated, or similar mechanisms in the state aid distribution system. Fewer states provided other forms of supplemental revenue to small districts. Small schools in a majority of states were found to be provided with sufficient funds to transport rural pupils. Most school districts did not have access to or use of the property tax levy to a greater degree than larger districts. Provision of money in the form of categorical aid or grants to encourage/sponsor shared services between school districts was found to be limited. Suggestions for further research included more accurate description of mechanisms for funding small schools, analyzing impact of existing aid distribution systems, and identifying alternative funding sources/mechanisms that are not currently being employed. Tables of survey data are placed in the text. (LFL)

ED 280 861 TM 870 188

Calderhead, James
Developing a Framework for the Elicitation and Analysis of Teachers' Verbal Reports.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Educational Research; Elementary Secondary Education; Models; Recall (Psychology); *Research Methodology; Student Teachers; *Teacher Behavior; *Teachers; *Teaching Styles; *Verbal Communication

Research on teaching has recently focused on the cognitive aspects of teachers' work, using a variety of verbal report procedures. It is argued that the models implicit in this research frequently underestimate the complexity of teachers' professional thinking and that teachers' verbal report data reveal characteristics of teaching which research on teachers' cognitions fails to acknowledge. It is suggested that a closer examination of the nature of verbal reports and of their status, and a more critical examination of the models that have been brought to the investigation of teachers' thinking, is required in order to lead to any conceptual advance in this area. (Author)

ED 280 933 UD 025 460

Job Training Partnership Amendments of 1986. Report--Together with Additional Views to Accompany H.R. 5185, Including Cost Estimate of the Congressional Budget Office--from the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session, August 6, 1986.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-754

PUB DATE- 6 Aug 86

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Economically Disadvantaged; Employment; *Employment Opportunities; *Employment Programs; Farmers; *Federal Government; Federal Programs; *Job Development; Summer Programs; *Youth Employment; Youth Programs

IDENTIFIERS- Congress 99th; Job Training Partnership Act 1982; *Job Training Partnership Amendments 1986

The amendments to the Job Training Partnership Act refine the existing statute without disrupting basic program operations. The major provisions make adjustments in the following areas: (1) definition of economically disadvantaged; (2) designation of service delivery area; (3) the Literacy and Dropout Prevention Program; (4) protection for the states against funding changes based on yearly fluctuations in the employment rate; (5) summer youth remediation; (6) use of six percent funds for technical assistance and post-program data collection; (7) dates of summer youth programs; (8) prohibition of matching on discretionary Title III grants; (9) identification of dislocated workers especially farmers; (10) taxation of Job Corps operations; and (11) labor market information. (LHW)

Olsson, Nils-Olof; Sellebjerg, Asa
Stockholm's Day-Care Centres: 1974-1984.
Stockholm Real Estate Office (Sweden).; Stockholm Social Services Administration (Sweden).
REPORT NO.- ISBN-91-7810-195-6
PUB DATE- 85
NOTE- 102p.; Photographs may not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Conversion; *Community Programs; *Construction Programs; *Day Care Centers; Design; Early Childhood Education; *Educational Facilities; Foreign Countries; *Public Policy; Social History
IDENTIFIERS- *Sweden (Stockholm)

The intention of this lavishly illustrated brochure is to show how a decade of expansion in day care services in Stockholm was organized and to depict the different types of centers built between 1974 and 1984 in response to a municipal directive to meet the huge need for day care services by building new centers. Introductory material provides a brief historical review of day care in Stockholm, a graphic depiction of the expansion of day care during the 1970s, an overview of how the decision is made to build or convert a building for use as a day care center, and a description of the floor plan for centers. Subsequent material describes newly built, detached, standard-type centers; newly built, detached centers in special environmental conditions; centers adapting premises of existing structures; centers in apartment buildings; and leisure-time centers for before- and after-school care of school-aged children. Additional topics briefly addressed and illustrated include efforts to save energy, multi-purpose civil defense shelters that have been incorporated in standard and special centers, details and decorations of centers, interiors of centers, the integration of centers with the natural environment, and children's games at centers. (RH)

ED 280 689 SE 047 851

Penn, Linda
Young Scientists Explore Air, Land, and Water Life. Book 3 Primary Level.
REPORT NO.- ISBN-0-86653-071-1
PUB DATE- 82
NOTE- 44p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA404; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Education; Science Instruction
IDENTIFIERS- *Birds; *Fishes

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on familiar animals that are found in the air, on land, and in the water. A duckling named Little Mac Mallard introduces the learning games, fill-ins, songs, and experiments which center on animal characteristics and behaviors. Directives for the individual activities are provided in the teacher/parent guide section and include: (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases (4) extended activities. (ML)

DeBruin, Jerry
Young Scientists Explore the Five Senses. Book 4--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-114-9
PUB DATE- 83
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA455; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Educational Games; Elementary Education; *Elementary School Science; *Human Body; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Parent Participation; Perception; Physiology; *Science Activities; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the five senses. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) identifying senses and sense organs; (2) recognizing optical illusions; (3) determining eye dominance; (4) deciphering a code; (5) identifying qualities of a good listener; (6) recording taste and eating patterns; (7) calculating caloric intake; (8) identifying smells; and (9) discussing personalities, feelings and sensitivity. (ML)

ED 280 722 SE 047 885

Levy, Barbara W.
The Math Master Level 2. Ages 6-8.
REPORT NO.- ISBN-0-86653-179-3
PUB DATE- 84
NOTE- 51p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA612).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; Primary Education;

Student Attitudes; Workbooks

This booklet, designed for ages 6-8, is the second in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 39 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 740 SE 047 904

Embry, Lynn
Scientific Encounters of the Curious Kind. Reading Activities that Explore Nature's Most Intriguing Life Forms. Grades 4-7.
REPORT NO.- ISBN-0-86653-176-9
PUB DATE- 84
NOTE- 67p.; Black and white illustrations.

AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA550).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Botany; Elementary Education; *Elementary School Science; Individualized Reading; Reading Assignments; Reading Comprehension; Reading Games; *Reading Instruction; Reading Skills; *Science Activities; Science Education; *Science Instruction; Skill Development

Most students enjoy reading interesting selections about unusual plants, animals, insects, spiders, and other creatures. This book attempts to capitalize on the natural curiosity of students by introducing them to some of nature's most intriguing forms of life. The document is designed to provide students with background information, including facts and descriptions, about 19 unusual plants and animals. Each page of information is followed by a skills check which is designed to assess the student's comprehension of the main idea, vocabulary, and dictionary skills. The skills check is followed by an activity, including puzzles, creative writing assignments, games, and scavenger hunts. An answer key for all of the skills checks and activities is also provided. (TW)

ED 280 755 SO 017 689

Freeman, Stanley L., Jr.; Pelletier, Raymond J.
Initiating Franco-American Studies: A Handbook for Teachers = Manuel du professeur pour introduire les etudes Franco-Americaines.
Maine Univ., Orono.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
NOTE- 302p.; Publication of the Canadian/Franco-American Studies Project.
GRANT- ES-3109-78-1272
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Area Studies; Community Involvement; *Cultural Activities; *Cultural Background; *Cultural Education; *Curriculum Enrichment; Elementary Secondary Education; Higher Education; *Lesson Plans; *Multicultural Education; Resource Materials
IDENTIFIERS- *Franco Americans; New England

This five-chapter handbook is designed for use by teachers in elementary and secondary schools and adult education. Its purpose is to achieve more widespread awareness and understanding of the Franco-American presence in New England by offering teaching plans and strategies for incorporating materials into the existing humanities curriculum. It also serves as a model for other ethnic groups to develop similar tools to provide self-awareness in their communities. Chapter 1, "A Place for Franco-American Studies," is based on the principle that teaching in the United States must become more multicultural. Reasons why Franco-Americans should be recognized in a school's curriculum are presented, as are the goals of ethnic studies, suggestions for the study of the French presence in the United States; and topics and themes for Franco-American studies. Chapter 2, "Planning to Teach About Franco-Americans," presents suggestions for promoting Franco-American studies to school authorities, a method of discovering hidden resources among colleagues, a philosophy of curriculum, examples of goals and objectives for infusing Franco-American topics into existing courses, and procedures for evaluating instructional activities. Chapter 3, "Teaching Plans," presents 15 lesson plans, many of which contain French language material, for elementary and secondary grades which integrate Franco American studies into a variety of different courses. Chapter 4 suggests ideas for developing a resource bank of Franco-American information, describes the potential benefits that the Franco-American community can offer to the classroom, provides guidelines for planning field trips, and lists suggested destinations. Chapter 5 presents entry points for teaching adults about Franco-Americans, and includes some principles of adult learning, guidelines for recruiting an audience, suggestions for creating a course, and an adult education teaching unit on Franco-Americans. A bibliography consisting of print and non-print materials is included. An appendix of sources and resources concludes the document. (APG)

ED 280 771 SO 018 025

Dance, Charles S.
An Annotated Bibliography regarding the Correlates of Students' Negative Attitudes towards the Subject of Social Studies in the Elementary School Curriculum.

PUB DATE- 86
NOTE- 55p.; Exit project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Attitudes; Course Content; Curriculum Development; Educational Change; Elementary Education; *Elementary School Curriculum; Instructional Improvement; Social Science Research; *Social Studies; *Student Attitudes; Student Motivation

The problem in elementary social studies education is that it is one of the least-liked subjects. This has a devastating impact on social studies, a significant facet of the school curriculum. This bibliography reviews the research and the opinions and identifies the problems, the potential harm, the correlates, and reform attempts related to students' negative attitudes towards the subject. The document states the problem, and the purpose, organization, and limitations of the study; gives a glossary of social studies terms; and uses annotations of selected educational materials to support the problem, the potential harm, and the attempts at social studies reform. A summary with conclusions and recommendations is provided along with an additional bibliography. (KWL)

ED 280 786   SO 018 057

Senekal, J. E.
The Effect of Television on the Religious Activities of English-Speaking Secondary School Pupils. Research Finding COMM N-119.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0247-X
PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Audiences; *Church Programs; Foreign Countries; *Mass Media; Mass Media Effects; Media Research; Religion; *Religious Education; Secondary Education; Television Research; *Television Viewing
IDENTIFIERS- *South Africa

By the time SABC TV became operational in January 1976 in South Africa, television had already been firmly established in most overseas countries. Therefore prior to the introduction of television there was the opportunity to do research work to determine the effects of television on society. Between 1974 and 1981 the Institute for Communication Research, in collaboration with the different education departments, undertook an extensive investigation into the effect of television on the school-going youth which included research on the religious activities of English-speaking secondary school pupils. The following questions received attention in the study: "To what extent do these pupils participate in religious activities?"; "Have there been any changes in the participation in these activities over a period of time?"; "Do girls participate in religious activities to a greater extent than boys?"; "Is there a relationship between the pupils' phase of development and their participation in religious activities?"; and "Does television have an effect on the religious activities of English-speaking pupils?" (BZ)

ED 280 801 SP 028 573

Fisher, Janet M.
Assessment Tools for Regular and Adapted Physical Education.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Mainstreaming; *Measurement Techniques; Physical Education; *Psychomotor Skills; Student Evaluation

Assessment in Adapted Physical Education is no longer the exception, but the rule under the guidelines of Public Law 94-142, the Education for All Handicapped Children Act. Regular physical educators are currently becoming involved in assessment processes and joining school multidisciplinary teams for total profile development of school aged children. The following pages are to serve adapted and regular physical educators in their pursuit of finding appropriate assessment tools. Each tool is referenced by title, area of assessment, population, age, statistical responsibilities and publisher/purchasing agent. Lastly, the selected assessment tools are divided into sections for motor control and areas which are associated with motor control. (Author)

ED 280 877 TM 870 207

Report on the Implementation of the Basic Skills Assessment Program, 1984-85.

South Carolina State Dept. of Education, Columbia.

PUB DATE- Dec 85
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; *Basic Skills; *Behavioral Objectives; Cognitive Measurement; Criterion Referenced Tests; Educational Assessment; Educational Legislation; Elementary Secondary Education; *Learning Readiness; Mathematics Skills; *Minimum Competency Testing; Reading Skills; School Districts; Scores; *State Programs; Testing Programs; *Test Results; Writing Skills
IDENTIFIERS- Cognitive Skills Assessment Battery; *South Carolina Basic Skills Assessment Program

The South Carolina Basic Skills Assessment Program (BSAP) was established by South Carolina legislation enacted in 1978. This report describes BSAP implementation and test results for 1984-85 as prescribed in the legislation. As the schedule for this academic year required, the Cognitive Skills Assessment Battery (CSAB) was administered to all 50,722 students entering first grade. Of these, 72.4 percent were classified as ready to begin formal instruction. To measure the educational objectives set by the program, criterion-referenced tests in reading and mathematics were administered to grades 1, 2, 3, 6, 8, and 11; writing tests were administered to grades 6, 8, and 11. A total of 268,471 students were tested. Compared to previous years, the test results showed an overall improvement in 1984-1985. The monitoring process by the State Department of Education, instructional activities, and the activities and recommendations of the Basic Skills Advisory Commission are also reported. The appendices include: (A) basic skills resource materials; (B) a list of the members of the kindergarten committee; (C) the percent of students classified as ready for first grade work, from 1979-1984, in each district; (D) 1985 BSAP item response summary for all students in reading and mathematics; (E) 1985 BSAP test results for all students; (F) 1985 BSAP test and objective results for all students by sub-population; (G) BSAP test results by district, 1981-1985; (H) basic skills mathematics, reading, and writing committees; and (I) the membership of the Basic Skills Advisory Committee. (JAZ)

ED 280 574 PS 016 396

Ritchie, Kathleen E.; Johnson, Zita M.
From Scooby-Doo to Skeletor: Evolving Issues in Superhero Play.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Childhood Needs; *Dramatic Play; *Group Dynamics; Individual Needs; Intervention; *Preschool Children; Preschool Education; Pretend Play; Psychological Needs; Role Playing; Social Development; Teacher Role
IDENTIFIERS- *Superhero Play

Superhero play among preschool children appears to be quite different from socio-dramatic play. While exhibiting characteristics of socio-dramatic play, superhero play does not facilitate the development of social or verbal skills. Observations of television programs indicated that superhero play provides little opportunity for verbal reasoning, problem solving, talking things out, or compromising. Observations of children in groups who were engaged in superhero play revealed that such play had very little story line, was interruptive and aggressive, and reduced the likelihood of the emergence of other forms of behavior. In addition, threatening environmental conditions seemed to affect the timing of children's superhero play. Preschool teachers, when surveyed, indicated that such play was difficult to redirect or build into constructive experiences for children. Some techniques for addressing the superhero phenomenon are advocated in the literature. Children engage in superhero play to alleviate fear or because they have limited opportunities for truly socio-dramatic play. In these cases the environment should be stabilized and opportunities provided. When children's play includes a balance between superhero and socio-dramatic elements, no intervention may be needed. Individual preschool children appearing to be immersed in a superhero character should be viewed in terms of how their needs are met by such play, the extent to which superhero play is used, how alternative experiences might better meet those needs, and whether intervention is needed. (RH)

ED 280 589 PS 016 426

Sever, Lisa
Curriculum Guide for the Child Development Associate National Credentialing Program. CDA Assessment System and Competency Standards for Family Day Care Providers. Competency Goal VI: Professionalism.

South Seattle Community Coll., Washington.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Competency Based Teacher Education; Curriculum Guides; Early Childhood Education; Educational Assessment; *Family Day Care; Postsecondary Education; *Professional Development; Standards; *Training
IDENTIFIERS- *CDA Competency VI; CDA Credential; Child Development Associate; *Professionalism

This curriculum module is designed to provide background information and a suggested format for instructors training Child Development Associate (CDA) family day care providers working on the competency goal of professionalism. The module is made up of two parts. Part 1 provides the trainer with a report of current research on professionalism. Information pertaining to all professions is included, as well as specific information relating professionalism to the field of early childhood education. Part 2 provides the trainer with a suggested format for outlines of curriculum units covering attitudes, program philosophy, gaining knowledge, and networking. Each curriculum unit outline includes statements of teaching objectives, a list of CDA sample caregiver behaviors, a content outline, suggestions about teaching methods, and a list of resource materials. Appendices provide information on the CDA competency goal of professionalism, an article discussing the professionalizaton of early childhood educators, a teacher evaluation form, suggestions for self-care for child caregivers, a list of developmental stages of children up to 5 years of age, sources of additional information, and tips for finding and filing information in an accessible way. (RH)

ED 280 619　　PS 016 489

Bell, Beverly W.

Preschoolers' Attitudes toward Their Respective Early Childhood Programs.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Church Programs; Comparative Analysis; *Educational Experience; *Montessori Method; *Preschool Children; Preschool Education
IDENTIFIERS- *Montessori Schools; *Project Head Start

The purpose of this study was to compare the attitudes of preschool children toward their program experiences and school adjustment, in order to ascertain whether differences existed among program type, age, and gender variables. A total of 90 preschool boys and girls 3 to 5 years of age from a church-related program, a Montessori program, and a Head Start program participated in the study. Children were surveyed using a self-report instrument, and teachers rated the children's adjustment to school environments. Results indicated that the attitudes toward program experiences of those children in the church-related program were different from those of children in the Montessori and Head Start programs. Results suggest that, in view of the increased emphasis on early childhood programs and the establishment of numerous preschool programs, such programs for young children should be evaluated from many points of view, including that of the preschool child. (Author/RH)

Milligan, Dorothy; Bland, Anna
Five Indian Tribes of Eastern Oklahoma: Cherokee, Chickasaw, Choctaw, Creek, Seminole.
Oklahoma State Dept. of Education, Oklahoma City. Indian Education Section.
PUB DATE- 85
NOTE- 140p.; For a previous publication, see ED 248 189. Funded under the Eastern Oklahoma Johnson-O'Malley Contract.
AVAILABLE FROM- Oklahoma State Department of Education, Indian Education Section, Oliver Hodge Memorial Education Building, Oklahoma City, OK 73105.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acculturation; *American Indian Culture; American Indian Education; *American Indian History; Cultural Activities; *Cultural Background; Cultural Education; Elementary Secondary Education; Federal Indian Relationship; Folk Culture; Learning Activities; Legends; Relevance (Education); *Social Studies; State History; Tests; Treaties; *Tribes; Trust Responsibility (Government); Units of Study
IDENTIFIERS- Cherokee (Tribe); Chickasaw (Tribe); Choctaw (Tribe); Creek (Tribe); *Five Civilized Tribes; *Oklahoma; Recipes (Food); Seminole (Tribe); Tribal Government

The 18 lessons in this unit of study are intended to promote an awareness of the contribution of the American Indian to the development of Oklahoma and to preserve the culture and heritage of the American Indians of the state. Each lesson includes a concept (one-sentence statement of the main idea), background information, learning activities (including an activity that personalizes the lesson), true/false or multiple choice test, and resources for further study. "Americans have taken on many aspects of Indian culture" is the concept of a lesson with background information on Indian contributions to American food, medications, roadways, recreation, language, and philosophy. The four suggested learning activities involve researching ethnic background, checking word origins, reading Indian legends associated with corn and other common foods, and identifying major highways that once were Indian trails. The personalization activity challenges the student to write a credo comparable to the Indian philosophy of "I respect my brother's wisdom." In addition to specific information about the Five Civilized Tribes, the lessons cover tribal legends, religion, cultural assimilation, tribal management, treaties, bilingual education, the revival of ancient crafts, traditional foods, folk medicine, and ceremonies. (JHZ)

ED 280 817 SP 028 697

Barnes, Gary T.; And Others
Teacher Supply and Demand in North Carolina Public Schools 1986-1995.
North Carolina Univ., Chapel Hill. Board of Governors.
PUB DATE- 14 Nov 86
NOTE- 117p.; Prepared for the University of North Carolina Task Force on the Preparation of Teachers. Some data tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; *Faculty Mobility; Public Schools; *Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *North Carolina

This report presents projections on areas of potential teacher shortage and oversupply in the next 10 years in North Carolina. The report is organized into five chapters. Following the introduction, chapter two presents data on past and projected levels of teacher demand. Chapter three presents data on past and projected levels of teacher supply from teacher education programs and from the reserve of certified teachers who are not presently employed by a North Carolina public school. Chapter four compares the independent projections of supply and demand and identifies teaching fields which are likely to experience shortages in the coming five years. The fifth chapter presents data on the changing composition of the teacher work force according to race, gender, age, degree level, and source of training. The final chapter offers conclusions and recommendations. The first appendix describes the certification areas which would allow a teacher to be counted as "in-field" for any given teaching assignment. Appendix B describes correspondence between PPAR (Professional Personnel Activity Report) teaching areas and CPC (Candidates for Public Certification) first choice certifications. (JD)

ED 280 833 SP 028 762

Pigge, Fred L.
A Follow-Up of BGSU's Teacher Education Graduates of 1980-85: Their On-the-Job Performance and Their Evaluation of Elements of Their Teacher Education Programs. An Eight Volume Report Presented to the Teacher-Education Faculty.
Bowling Green State Univ., Ohio. Office of Educational Research and Services.
PUB DATE- 87
NOTE- 444p.; Document is printed on colored paper. Questionnaires and response tables are set in small type.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Followup Studies; *Graduate Surveys; Higher Education; Job Performance; *Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Teacher Attitudes; *Teacher Education Programs; Teacher Effectiveness
IDENTIFIERS- *Bowling Green State University OH

The bulk of this monograph consists of a seven volume set of evaluation reports related to teachers' appraisals of their Bowling Green State University (BGSU) preparation for the teaching profession. The reports are based on the responses of 552 1980-85 graduates of the College of Education. Each volume presents summaries of how the former BGSU students who had gone through five years of teaching experience evaluated various segments/courses/experiences of their BGSU teacher education programs. The first section of each volume contains a copy of the questionnaire and a description of the respondents. Data on responses are presented on tables accompanied by a brief narrative analysis. The topics of the volumes are: (1) teachers' summary evaluations of their BGSU programs; (2) teachers' evaluations of selected BGSU courses and experiences; (3) teachers' needs and proficiencies in selected competencies--also, where these competencies were developed; (4) teachers' evaluations of their BGSU academic/career advising and instructional materials; (5) a comparison of teachers' expectations and on-the-job realities for selected working conditions; (6) the concerns and attitudes of teachers prepared at BGSU; and (7) teachers' narrative suggestions on how BGSU can better prepare teachers. A companion document, "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" is also included in the monograph. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. (JD)

ED 280 848 SP 028 789

Certification Regulations for Teachers. Adopted by Board of Education, Commonwealth of Virginia, Richmond. Effective July 1, 1986.

Virginia State Dept. of Education, Richmond.

PUB DATE- 1 Jul 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Education; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Virginia

This monograph sets forth in detail the regulations regarding the certification of teachers in the State of Virginia. The following areas are covered: (1) approved program approach to teacher education and certification; (2) approved program requirements; (3) teacher education advisory committee; (4) purpose of and responsibility for certification; (5) procedure for application; (6) types of certification; (7) requirements for renewing a certificate; (8) regulations governing revocation, suspension, denial, cancellation, and reinstatement of teaching certificates; (9) basic preparation programs; (10) specialized studies in teaching endorsement areas; (11) special education, kindergarten through 12th grade; and (12) qualifications for administrative, supervisory, and related instructional and noninstructional positions. (JD)

ED 280 862 TM 870 189

Thompson, Bruce; Borrello, Gloria M.

Comparisons of Factors Extracted from the Correlation versus the Covariance Matrix: An Example Using the Love Relationships Scale.

PUB DATE- 29 Jan 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Analysis of Covariance; Attitude Measures; *Correlation; Error of Measurement; *Factor Analysis; *Factor Structure; Mathematical Models; Matrices; Scores; Statistical Distributions; *Test Items; *Test Theory
IDENTIFIERS- *Correlation Matrices; Love Relationships Scale; Residuals (Statistics)

Attitude measures frequently produce distributions of item scores that attenuate interitem correlations and thus also distort findings regarding the factor structure underlying the items. An actual data set involving 260 adult subjects' responses to 55 items on the Love Relationships Scale is employed to illustrate empirical methods for identifying such items during test construction or test validation. Two methods for identifying these items are proposed. The first method involves the use of "best fit" factor rotation; the second method involves the comparison of "reproduced" correlation matrices computed from two structure matrices. It is noted that examination of item descriptive statistics may not successfully substitute for an empirical method for identifying potentially troublesome items. An appendix contains tabulated data. (Author/JAZ)

ED 280 891 TM 870 222

Smith, Douglas K.; And Others
S-B: Fourth Edition and K-ABC: Their Relationships in a LD Sample.
PUB DATE- Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Achievement Tests; Cognitive Processes; *Comparative Testing; Correlation; Elementary Education; *Intelligence Tests; *Learning Disabilities; Low Achievement; Memory; *Test Validity
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Stanford Binet Intelligence Scale Fourth Edition

This study investigates the validity of the Stanford Binet Intelligence Scale-Fourth Edition (S-B:4) for use with students with learning disabilities. It compares the performance of 18 elementary-age students on the S-B:4 and the Kaufman Assessment Battery for Children (K-ABC). The subjects were identified by their school as having learning disabilities. Both S-B:4 and K-ABC were administered to each student in counterbalanced order. Correlations between the two scales were strong with global scale correlations ranging from .57 (Quantitative Reasoning-Achievement) to .87 (Verbal Reasoning-Achievement) with the Test Composite-Mental Processing Composite correlation at .74. Strong relationships were noted between Test Composite and K-ABC Mental Processing Composite and Achievement scales. On the K-ABC, the Simultaneous mean was significantly higher than the Sequential mean. On the Stanford-Binet, the mean Test Composite was significantly lower than the Verbal Reasoning and Abstract/Visual Reasoning means, while the Verbal Reasoning mean exceeded the mean score on Short-Term Memory and the Abstract/Visual Reasoning mean surpassed the Quantitative Reasoning mean. (Author/JAZ)

ED 280 906 UD 025 403

Webb, Michael B.
Technology in the Schools: Serving All Students.
PUB DATE- 86
NOTE- 25p.; Support for this investigation provided by the New York State Governor's Advisory Committee for Black Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Computers; *Computer Uses in Education; Educational Equity (Finance); *Educational Technology; Elementary Secondary Education; *Equal Education; Equalization Aid; Instructional Improvement; Instructional Innovation; Minority Groups; Resource Allocation; State Aid
IDENTIFIERS- Computer Equity; Excellence in Education; *New York

Despite significant improvements in the acquisition and use of learning technologies by schools with large percentages of minority students, data collected by the New York State Education Department indicate that schools serving predominantly black and minority students--many of whom are economically disadvantaged--do not provide access to technology comparable to that provided by affluent schools. To maximize the benefits of technology in education, the following is necessary: (1) before policy formation and planning, it must be determined what technology would most effectively achieve instructional, management, administrative, and equity goals; (2) poorer districts should receive state funding; (3) state programs for hardware and software aid should be modified to provide flexibility and technical assistance. Further suggestions deal with eliminating bias in software, staff development, developing a center for advanced technology, and research activities. The report contains a list of references, and the following: (1) a list of State agencies concerned with educational technology in New York; (2) a copy of the State educational policy concerned with technology and recent initiatives; and (3) information on current legislation concerned with technology and education. (PS)

ED 280 920   UD 025 422

Chapter 1/P.S.E.N. Remedial Reading and Math, 1984-85. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Nov 86

NOTE- 45p.; Prepared by the O.E.A. Special Education Evaluation Unit.

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *Individual Instruction; *Mathematics Instruction; Program Effectiveness; *Program Implementation; *Reading Instruction; *Remedial Programs; Special Education; Staff Development; Urban Education

IDENTIFIERS- *New York (New York)

The 1984-85 Individualized Reading and Math Services Program in New York City provided supplementary remedial reading and mathematics instruction to eligible students in public and non-public schools. Students received individualized instruction from a remediation team consisting of a program teacher and a special education classroom teacher. The remedial team used a holistic, meaning-centered approach to reading, while math instruction stressed word problems and practical skills. The program served a total of 13,175 students in 225 community, special, and non-public schools. An evaluation of the program's implementation and outcome indicated that the program was satisfactorily implemented and effectively promoted student achievement gains in reading and math. A total of 241 students were in bilingual classes. Of these, 103 received remedial reading instruction in Spanish. Achievement test results indicate that program objectives for bilingual program students were not met in reading, but they were met in math. Recommendations for the future include: (1) lower program eligibility age from 9 to 7; (2) strengthen the assessment process for low functioning readers; (3) eliminate or simplify the use of daily prescriptive logs in order to make more time available for instruction; (4) acquire more instructional materials; and (5) provide additional staff development and parent involvement activities. (KH)

ED 280 934   UD 025 461

Martinez, Ruben
Minority Youth Dropouts: Personal, Social, and Institutional Reasons for Leaving School.
Colorado Univ., Colorado Springs. Center for Community Development & Design.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Attitudes; *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; *Minority Groups; Out of School Youth; Secondary Education; *Student School Relationship
IDENTIFIERS- *Colorado (Colorado Springs)

A study of minority youth dropouts in the Pikes Peak region identified the following traits that characterize this group in contrast to their dominant group counterparts: (1) lower socioeconomic status; (2) parents with lower level of educational achievement; (3) parents' greater emphasis on the importance of education; (4) slightly larger families; (5) less geographic mobility; (6) lower grade averages before leaving school; (7) lower levels of perceived intelligence; (8) more likely to have siblings who dropped out previously; (9) fewer positive relations with teachers and school officials; (10) more truancy while in school; (11) more suspensions while in school; and (12) more encouragement by a school official to drop out. The principle reasons given by minorities for dropping out are as follow: (1) problems with school officials; (2) negative attitudes of teachers; and (3) boredom at school. Study subjects provide the following suggestions to prevent others from dropping out: (1) improve communication between school officials and students; (2) improve or get better teachers; and (3) make courses more interesting. Over 80 percent of each group of dropouts surveyed reported that they would stay in school if they had it to do over again. This report includes recommendations for school board members, school administrators, and community members. (LHW)

ED 280 633 RC 016 103

McAvoy, Rogers

Home-Bound Schools: An Alternative for Rural Areas.

PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Compulsory Education; Computer Uses in Education; *Cultural Context; Curriculum Design; Elementary Secondary Education; *Home Schooling; *Life Style; Microcomputers; *Personal Autonomy; Personal Narratives; Population Growth; *Rural Education; Rural Family; School Attendance Legislation; Small Schools; Telecommunications; Values
IDENTIFIERS- *Appalachia

While the legal question of what constitutes a private school--and whether home schools can continue to operate as such--remains a matter to be resolved by the courts or further legislation, a separate question remains: What should be the role and relationship of home schools to the educational network of the future? Economically and technologically, home schools are already a viable alternative to centralized school systems in rural Appalachia. Educational policy is needed which permits home schools to realize their potential as educational settings. This paper begins with background information about West Virginia noting that the values and lifestyles of recent inmigrants, combined with changes in the compulsory school attendance laws in 1983, stimulated an interest in home schooling in the rural areas of the state. The bulk of the paper relates the experience of a family who moved to a small farm in Mineral County, West Virginia, in 1976. Emphasis is on family values, especially as they relate to the choice to teach children at home. Academic achievement requirements are discussed and standardized scores are reported for the two oldest children. The family's use of educational television and personal computer are outlined. (JHZ)

ED 280 646 RC 016 121

Munro, Herb
Interactive Computer Graphics Enhancements to a Rural Academic Audio Conference Network.
PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Instruction; Community Colleges; *Computer Graphics; *Computer Uses in Education; Delivery Systems; *Distance Education; Educational Technology; Higher Education; Interactive Video; Outreach Programs; *Rural Education; *Teleconferencing; *Telecourses; Videotex
IDENTIFIERS- *Interactive Computer Systems

Several of the problems typically associated with efforts to extend higher education opportunities to rural communities--including small class size, lack of qualified instructors, and maintenance of quality standards--are successfully addressed by an audio conference network. Students in remote locations can participate in classes offered through regional centers where class size requirements are already met and trained instructors are available. The addition of computer graphics capabilities to such a network increases the potential for classroom interaction and reduces problems associated with delivery of visual aids and other learning materials to distance learning sites. The Voice-Too modem incorporated in the Optel Telewriter II-PC system transmits voice and data simultaneously on one standard, dial-up telephone line, thus preserving the cost effectiveness of the audio conference method, a key to realizing the goal of providing equal opportunity in education to rural America. The Optel interactive computer graphics system was selected to enhance successful audio conference courses offered in northeastern Washington. The Optel system is relatively inexpensive (particularly as compared with interactive television), requires little training to operate, and is portable.

The potential exists for a wide spectrum of uses by many sectors of rural communities. (JHZ)

ED 280 673 SE 047 662

James, Robert K., Ed.
Science, Technology and Society: Resources for Science Educators. 1985 AETS Yearbook.
Association for the Education of Teachers in Science.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- Mar 86
NOTE- 150p.
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Descriptions; Higher Education; Inservice Teacher Education; Models; Preservice Teacher Education; *Science and Society; Science Curriculum; Science Education; Science History; *Science Instruction; *Science Teachers; Social Influences; *Teacher Education Programs; *Teacher Educator Education; Technology
IDENTIFIERS- *Science Technology and Society Courses

Designed to specifically assist science educators and science consultants in the preparation of teachers and for the development of curricula, this yearbook contains resources and ideas addressing the need for science, technology, society (S/T/S) in school science programs. Eleven papers are organized into three thematic sections. Part one focuses on some foundational aspects of S/T/S and includes: a rationale for S/T/S; an examination of its roots; and an analysis of secondary science teaching practices with implications for S/T/S implementation. The second section presents alternative models for approaching the problem of preparing teachers for S/T/S science teaching and discusses reasons for revisions in science teacher education; certification redirections; a course in the epistemology and sociology of science; an inservice program; and interdisciplinary S/T/S teaching approaches. The final section examines models and resources for science educators and supervisors to use in assisting schools to develop, adopt, and/or implement S/T/S curricula. (ML)

Levy, Barbara W.
The Math Master Level 3. Ages 8-10.
REPORT NO.- ISBN-0-86653-198-X
PUB DATE- 84
NOTE- 51p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA613).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; Primary Education; Student Attitudes; Workbooks

This booklet, designed for ages 8-10, is the third in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 802 SP 028 600

The Redesign of Teacher Education: A Blueprint for Excellence. First Annual Progress Report Presented to the Board of Regents.
Southeast Missouri State Univ., Cape Girardeau.
PUB DATE- 17 Jul 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; College School Cooperation; Cooperating Teachers; Curriculum Development; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Development; Staff Development; Student Teaching; *Teacher Education Programs
IDENTIFIERS- Southeast Missouri State University

A report is given on the redesign of the teacher education program at Southeast Missouri State University, which will integrate both preservice and inservice teacher education into one continuous process. Changes in the program design include: (1) development of more rigorous requirements for admission; (2) identification and implementation of exit criteria as prerequisites for graduation and/or certification; (3) improving the quality of and expanding the requirements for field based experiences; and (4) developing linkages (partnerships) between schools and higher education. Six task forces have been initiated in the college, comprised of public school personnel and university faculty, and have responded to the charge to offer recommendations for program changes. The recommendations of the task forces covering the following program components are presented in outline form: (1) curricular renewal for elementary/special education preservice students; (2) curricular renewal for secondary preservice students; (3) expanded field experiences; (4) collaborative partnerships linking the university and local education agencies; (5) selecting, training, and rewarding cooperating teachers; and (6) inservice staff development and dissemination of task force activities. Descriptions are given of the initial charge to the task forces, the development of a Mission and Goals Statement, and the development and implementation of the Center for Assessment and Research in Education (CARE). Appendixes contain the full texts of the charge to the task forces and of the mission and goals statement, an outline of the goals and objectives of CARE, and the complete reports of all six task forces. (JD)

ED 280 605 PS 016 453

Gault, Stanley C.; Brock, William E.; Donahue, Thomas R.
Work and Family: Seeking a New Balance. Papers Presented at the National Conference on Work and Family (Washington, DC, March 30-31,1987).
PUB DATE- Mar 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Business; Conflict; *Employed Parents; *Family Problems; Fringe Benefits; *Labor Force; Social Change; *Social Responsibility; *Work Experience
IDENTIFIERS- *Family Policy
Three conference papers explore issues related to work and the American family. The first, by Stanley C. Gault, Chairman of th Board of the National Association of Manufacturers, discusses recent changes in business practices that accommodate changes in the structure of the modern American family. The second, by Secretary of Labor, William E. Brock, reviews historical change over the past 25 years in the major issues affecting labor and industrial relations, the current state of the American work force, and trends that may be predominant in the work force of the future. The third, by the Secretary-Treasurer of the AFL-CIO, Thomas R. Donahue, outlines the American trade union movement's view of the relationships between work, the family, and the community, and suggests some economic and institutional changes needed to meet the standards set by Pope John Paul II when he spoke out for equitably incorporating women into the workplace and for a just wage as the measure of the justice of the whole economic system. (RH)

ED 280 620 PS 016 492

Kunkel, Dale
Children and Host-Selling Television Commercials.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NICHHD-5-T-32-HD-07173
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Children; Childrens Television;

*Comprehension; Federal Government; Government Role; *Policy Formation; *Television Commercials; Television Research
IDENTIFIERS- Federal Communications Commission; *Host Selling Television Commercials; Regulatory Agencies
This study explores children's understanding of television commercials that feature the same primary characters as those in the adjacent program content, a commercial technique known as "host-selling." Responses of children 4 to 5 and 7 to 8 years of age to identical commercials presented in both a host-selling and normal viewing (non-host-selling) context are examined. Three dimensions of the processing of television advertising are assessed: ability to discriminate commercial from program content; ability to attribute persuasive intent to a commercial; and attitudinal responses to commercial appeals. Results indicated that (1) both age groups were significantly less likely to discriminate commercial from program content when the host-selling format was viewed, and (2) older children were more favorably influenced by commercial content when it was seen in a host-selling presentation than in a normal viewing situation. The relevance of this research for existing Federal Communications Commission regulatory policy regarding children's television advertising is discussed. (Author/RH)

ED 280 690 SE 047 852

Penn, Linda
Young Scientists Explore Butterflies and Moths. Book 4 Primary Level.
REPORT NO.- ISBN-0-86653-111-4
PUB DATE- 83
NOTE- 37p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA452; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Education; Science Instruction
IDENTIFIERS- *Butterflies; *Insects

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on butterflies and moths and their stages of development. The first section contains exercises on recognizing insect body parts and habits and the differences between moths and butterflies. Section two introduces the complete life cycle from egg to adult, with practical suggestions for locating and raising caterpillers common to most areas. Directives for the individual activities are provided in the parent/teacher guide section and include: (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases, (4) extended activities. (ML)

ED 280 707 SE 047 869

DeBruin, Jerry
Young Scientists Explore the Weather. Book 5--Intermediate Level. A Good Apple Activity Book.

REPORT NO.- ISBN-0-86653-129-7
PUB DATE- 83
NOTE- 37p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA456; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary Education; *Elementary School Science; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Meteorology; Parent Participation; *Physical Environment; *Science Activities; Science Education; Science Instruction; *Weather

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of the weather. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on topics such as: (1) weather patterns; (2) weather sayings and lore; (3) major weather records; (4) water cycle; (5) cloud types; (6) wind scales; (7) hurricane names; (8) weather predictions; (9) weather stations; and (10) feelings and weather. (ML)

ED 280 741 SE 047 905

Embry, Lynn
Scientific Encounters of the Endangered Kind. Reading Activities That Explore Nature's Endangered Species. Grades 4-7.
REPORT NO.- ISBN-0-86653-353-2
PUB DATE- 86
NOTE- 67p.; Black and white illustrations.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($6.95; GA694).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecological Factors; Elementary Education; *Elementary School Science; *Endangered Species; Individualized Reading; Reading Comprehension; Reading Games; *Reading Instruction; Reading Skills; *Science Activities;

Science Education; *Science Instruction; Wildlife
IDENTIFIERS- *Environmental Education Programs
Many forms of wildlife are being threatened by changing ecological conditions, pollution, pesticides, human carelessness, and conditions. Efforts are being made to preserve endangered wildlife species. This document provides a partial listing of endangered and threatened species of mammals, birds, and reptiles in North America and its nearby oceans. Short articles about many of these animals are presented to students as reading exercises. This information is intended to provide students with a better understanding of the plight each animal faces and what is being done to help each species avoid extinction. Each reading selection is followed by a skills check to determine the student's comprehension of the main ideas, details, vocabulary, and dictionary skills. A related activity page also accompanies each selection. These include puzzles, games, trivia questions, and other individual activities. Information on the Endangered Species Act of 1973 is included, along with an answer key to all of the skills checks and activities. (TW)

ED 280 772 SO 018 026

Otto, Robert A., Ed.
Implementation of the NCSS Guidelines for Teaching Science-Related Social Issues: Exemplar Lessons.
National Council for the Social Studies, Washington, D.C.
PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Elementary Secondary Education; Instructional Materials; Learning Activities; Lesson Plans; Resource Materials; *Science Education; *Social Problems; *Social Studies; Teaching Guides; Teaching Methods

This document contains the Guidelines for Teaching Science-Related Social Issues adopted in 1982 by the National Council for the Social Studies and 10 examplar lessons each keyed to particular guidelines and drawing upon contemporary issues. The premise upon which the guidelines are based is that science is a social issue and that the examination of scientific issues offers an excellent opportunity for helping students develop a synthesized perspective on science-related ideas in conjunction with social, political, economic, ethical, and philosophical concepts. The lessons are: (1) "Food Chain"; (2) "The Energy Puzzle"; (3) "The Years Between The Wars"; (4) "Nuclear Power: An Exploration of the Concepts, Issues, and Controversies"; (5) "Focus on Today's Arms Race"; (6) "Computer Technology and Privacy"; (7) "Nuclear Power Issues"; (8) "Low-Level Radioactive Waste: Social, Scientific, and Economic Issues"; (9) "Science, Technology, and Health"; and (10) "Science/Society Issues in Current Events: News and Nukes." Suggestions for student activities, evaluation procedures, and sources of reference are contained in each lesson. Included is an annotated bibliography. (KWL)

ED 280 787 SO 018 058

Lengel, James G.
Developmental Stages in School Computer Use: Neither Marx Nor Piaget.
PUB DATE- May 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; *Computers; Computer Software; *Computer Uses in Education; Courseware; Educational Equipment; Educational Technology; Elementary Secondary Education; Information Technology; *Social Studies
IDENTIFIERS- Marx (Karl); Piaget (Jean)

Karl Marx's theory of stages can be applied to computer use in the schools. The first stage, the P Stage, comprises the entry of the computer into the school. Computer use at this stage is personal and tends to center around one personality. Social studies teachers are seldom among this select few. The second stage of computer use, the D Stage, is characterized by the diffusion of computers into other areas of the school. The social studies teachers harbor great hopes at the D Stage. They expect computers to help students with the drill and memorization of the basic facts so they can proceed to the more important concepts. Disillusionment often accompanies the second half of the D Stage although computers do not whither away. In the T Stage the computer is seen and used chiefly as a tool, and is rarely considered as an end in itself or as an object to be studied. Jean Piaget posited stages of growth and concluded with Marx that students cannot go from stage one to stage three without moving through stage two. It may be possible for social studies teachers, however, to skip over the peculiarities of programming and the disappointment of drill-and-practice since social studies software for the T Stage is readily available from commercial publishers. A jump right into the T Stage may, in fact, be the best way for the social studies to enter the information age. (BZ)

ED 280 849 SP 028 796

Hawthorne, Rebecca Killen
Classroom Curriculum: Balancing Autonomy and Obligation.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Decision Making; English Curriculum; Junior High Schools; Middle Schools; *Organizational Climate; *Professional Autonomy; *Secondary School Teachers

This study investigated the influences shaping the curriculum decision-making process of four English teachers in two middle schools in order to identify sources of professional autonomy and obligation in classroom curriculum. These teachers made decisions daily by selecting content, texts and materials, modes of presentation, learning activities, and evaluation methods to construct classroom curriculum. However, they worked within hierarchical public schools that placed highly visible constraints upon their professional discretion. The translation of prescribed curricular policy into the operational curriculum of the classroom occurred through each teacher's individual interpretation of policy. Obligations mediating this process included obligations to the teaching profession, to the organization within which they worked, to students and parents, and to personal values and beliefs. A comparative case study of the sources of influence on the four teachers' curricular choices provided insight into the tensions between autonomy and obligation over the shaping of classroom curriculum. The teachers' curricular choices were documented over a period of two weeks by means of observation and stimulated recall interviews. Factors shaping curricular choices were identified, and the tensions between autonomy and obligation are described. (JD)

ED 280 863 TM 870 190

Athanasou, James A.
An Outline of the Development of the Vocational Interest Survey and Preliminary Technical Data. Information Paper. Draft .
New South Wales Dept. of Industrial Relations and Employment, Darlinghurst (Australia). Human Resources Div.
REPORT NO.- ISBN-0-7305-2116
PUB DATE- Dec 86
NOTE- 30p.; For related documents, see TM 870 191-193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Careers; Construct Validity; Correlation; Foreign Countries; High Schools; *Interest Inventories; Item Analysis; Measurement Techniques; Occupations; *Questionnaires; Rating Scales; Research Design; Surveys; *Test Construction; Test Reliability; *Vocational Interests
IDENTIFIERS- Australia (New South Wales); Holland Vocational Preference Inventory; *Vocational Interest Survey
The Vocational Interest Survey (VIS) is a set of six questionnaire scales for measuring vocational interest. It is designed for Australian users and is consistent with Holland's theory that there are six basic career categories. This paper discusses the development of the VIS and presents some technical data on the questionnaires. Items were provided by the users (in the form of free-association responses) rather than by psychologists. Based on those items, a pilot questionnaire was prepared, which contained three separate lists of 138 occupations, 105 study courses, and 152 activities. Complete-link clustering was used to develop six temporary groups of occupational items. The 105 items relating to study courses were then correlated with the six experimental scales. Further item-analyses were conducted to produce six combined jobs/study courses scales with maximum internal consistency. Finally, activity items were selected and added to the combined jobs/study courses. Reliability of VIS scales was assessed using measures of internal consistency, split-half reliability, and test-retest coefficients. In addition, the intercorrelations of the six VIS scales, the construct validity of the VIS, and the relationship between vocational interests on the VIS and career related characteristics were measured. The appendix provides a listing which summarizes the overall responses to each item. (JAZ)

Elementary Core Curriculum Standards: Levels K-3: Arts, Information Technology, Science, Language Arts, Mathematics, Social Studies, Health, Lifestyles.

Utah State Office of Education, Salt Lake City.

PUB DATE- 87
NOTE- 161p.
AVAILABLE FROM- Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Education; Core Curriculum; *Educational Objectives; *Elementary School Curriculum; Health; Information Technology; Language Arts; Mathematics Education; Primary Education; Science Education; Secondary Education; Social Studies; *Standards; *State Programs
IDENTIFIERS- *Utah

Utah's 1987 minimum course description standards for students in kindergarten through third grade are provided in the required core curriculum areas of arts, information technology, science, language arts, mathematics, social studies, and healthy lifestyles. For each curricular area a rationale is given, followed by a brief course description encompassing grades K through 3, and occasional charts of course sequences. Information at each grade level and in each curriculum area includes a set of core standards to be met at that level and a list of related instructional objectives. Also included are a description of the elementary and secondary school program of studies and high school graduation requirements, policy statements for elementary, middle, and high schools, general requirements, and course charts for grades K through 12. (RH)

ED 280 590 PS 016 427

Kovacs, Sharon; Albright, Loretta
Early Childhood Vocational Education Art and Music Curriculum for Infants and Toddlers Curriculum Development and Revision. Final Report.
North Seattle Community Coll., Wash.
SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 15 Dec 86
NOTE- 85p.
AVAILABLE FROM- North Seattle Community College, Child and Family Education Division, 9600 College Way North, Seattle, WA 98103 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Competence; *Curriculum Development; Developmental Stages; Educational Objectives; Individual Development; *Infants; Learning Activities; *Learning Experience; Learning Modules; *Music Activities; Resource Materials; Skill Development; Teacher Characteristics; Teaching Methods; *Toddlers

A curriculum was developed for the purpose of training child care teachers to provide high quality music and art experiences for infants and toddlers. Introductory material provides a brief overview of the curriculum development project, giving specific attention to the completion of grant objectives, advisory committee involvement, dissemination plans, integration of the training module into the State of Washington's plan for vocational and consumer homemaking education, and the evaluation of the curriculum materials. Substantive content first focuses on competencies needed by teachers of young children, and the developmental sequence of infants' and toddlers' skill acquisition. Teacher competencies discussed include the ability to observe developmental levels of play, to analyze statements made in interaction with children, to present an activity, and to plan for art and music expriences. Much of the subsequent content concerns (1) objectives and teacher competencies for art and music experiences with infants and toddlers, including presentation strategies for learning experiences; and (2) art and music curriculum modules describing several learning experiences for "lookers" from birth to 4-months-old, for "creeper/crawlers" from 5- to 8-months-old, for "cruisers" from 9- to 14-months-old, and for "walkers" from 15- to 24-months-old. A bibliography of printed and recorded resources completes the report. (RH)

ED 280 756   SO 017 691

Moody, Charles D., Comp.; Linn, Eleanor, Ed.
Promoting Flexibility in Male Roles.

Michigan Univ., Ann Arbor. Center for Sex Equity in Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Emotional Development; *Emotional Experience; *Equal Education; Father Attitudes; Fathers; *Males; Parent Role; Reverse Discrimination; *Sex Bias; Sex Differences; *Sex Fairness; *Sex Role

In this publication issues are discussed which pertain to male roles and fatherhood. "From the Desk of the Director" (Charles D. Moody, Sr.) discusses the need for increased role flexibility for men in general and black men in particular. The lead article, "Equity: A Question in Balance" (D. Groves Dugger), delves into the causes and consequences of rigid role expectations for men and boys. Examples of negative outcomes of rigid role expectations associated with males are given. Suggestions to bring men and women closer to the middle of a trait spectrum are included. The second article, "Illustrations of Male Experience," contains representative excerpts of male experiences and associated masculine traits. Themes such as showing affection, taking risks, competition, and friendship are described. The remainder of the issue is devoted to specific aspects of school policies, programs, and procedures. "Teacher/Student Interaction, or, Must Boys Be Boys?" (Iva A. Smith) provides a summary of the available knowledge on role expectation and student achievement. "Discipline and Gender: Reducing the Disparities" (Marta Larson) discusses school discipline and its relationship to sex role socialization. Suggestions for improving school discipline systems are made. "Career Planning: How Well Do We Prepare the Boys?" (Martha Adler) treats the specific needs of male students in career planning programs. "Involving Fathers in All Facets of School Activities" (Salome Gebre-Egziabher) presents ideas for increasing fathers' involvement in school activities. Ten suggestions for successful father conferences and a chart listing practical tips to encourage father involvement in the schools are included. Concluding the issue is a list of recommended resources that may stimulate further thought. (APG)

ED 280 818 SP 028 698

Gibney, Thomas; And Others
CBTE Past and Present: The Toledo Experience.
PUB DATE- 13 Feb 87

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Teacher Education; Educational Change; Elementary Secondary Education; Higher Education; Individualized Instruction; Program Costs; *Program Development; Program Effectiveness; *Program Evaluation; *Program Implementation; Teacher Education; *Teacher Education Programs
IDENTIFIERS- University of Toledo OH

This paper examines the Competency Based Teacher Education (CBTE) program at the University of Toledo, Ohio. A description is given of the development of the program and its implementation in 1971. The reasons for changes in the CBTE program are discussed and teacher surplus, enrollment changes, and the fact that the program was expensive are described as among the major factors that led to a reassessment of the program in the early 1980s. These forces for change are analyzed, and the efforts that were made to improve the program and make it more responsive to current demands are described. An outline is provided of the primary focus of the program, and a description is given of the ongoing process of evaluation and assessment of the present CBTE program. (JD)

ED 280 834 SP 028 763

Massengale, John D., Ed.
Trends toward the Future in Physical Education.
REPORT NO.- ISBN-0-87322-103-6
PUB DATE- 87
NOTE- 190p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Athletics; Elementary Secondary Education; Females; *Futures (of Society); *Physical Education; *Physical Fitness; Program Development; Quality of Life; *Trend Analysis; Well Being

This collection of papers probes the current trends likely to have the greatest impact on the field of physical education. Contributors explore the future of physical education regarding scholarship, teaching, women faculty, sport management, and wellness programs. The following papers are included: (1) "Considering the Future of Physical Education" (John D. Massengale); (2) "The Future and the Profession of Physical Education" (George H. Sage); (3) "The Future of Scholarship in Physical Education" (Elizabeth S. Bressan); (4) "The Future of University Women in Physical Education" (Margaret J. Safrit); (5) "Some Considerations for Teaching Physical Education in the Future" (Thomas J. Templin); (6) "The Business of Physical Education" (Michael J. Ellis); (7) "Wellness Programs and Their Influence on Professional Preparation" (Alexander W. McNeill); (8) "Sport Management: Its Potential and Some Developmental Concerns" (Betty van der Smissen); (9) "Dreaming the Impossible Dream: The Decline and Fall of Physical Education" (Shirl J. Hoffman); (10) "Dreaming the Possible Dream: The Rise and Triumph of Physical Education" (Donald R. Hellison); and (11) "Three Dreams: The Future of HPERD at the Cutting Edge" (John J. Burt). (JD)

ED 280 878 TM 870 208

Language Arts Program Analysis of Grade 8, Stanford Achievement Test (SAT), Advanced Level, and Grade 10 Stanford Test of Academic Skills (TASK), Level 1. Fall 1984 and 1985 Administrations.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Sep 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; Behavioral Objectives; Content Validity; *Educational Assessment; *Grade 8; *Grade 10; Instructional Improvement; *Language Skills; *Reading Comprehension; Secondary Education; Spelling; Standardized Tests; State Programs; *Test Interpretation; Test Items; Test Norms; Vocabulary Skills
IDENTIFIERS- *Hawaii; Stanford Achievement Tests; Stanford Test of Academic Skills

This report summarizes the results of the 1984 and 1985 administrations of the following tests in Hawaii: (1) the grade 8 Stanford Achievement Test (SAT), Advanced Level, 6th edition, of the Vocabulary, Reading Comprehension, Spelling, and Language Subtests; and (2) the grade 10 Stanford Test of Academic Skills (TASK), Level 1, 6th edition of the Reading and English subtests. The test results are used to assess students' performance. The test results show that students in Hawaii do slightly better each year, but their performance is below the national norm. The report identifies specific areas of strengths and weaknesses, discusses implications of the test results, and suggests recommendations for improving instructional programs. The report also provides a model for the analysis of test results as part of a district and/or school's curriculum assessment and improvement process. Appendices contain: (1) grade 8 test item matches for the vocabulary, reading comprehension, spelling, and language subtests; (2) grade 10 test item matches for the reading and English subtests; and (3) performance expectations not addressed for grades 8 and 10. (JAZ)

ED 280 892 TM 870 224

Hser, Y.; And Others
A Repeated Measures Design for Treatment Evaluation.
PUB DATE- Apr 87

NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Table 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Behavior Change; Drug Addiction; *Drug Rehabilitation; *Evaluation Methods; Intervention; Interviews; *Longitudinal Studies; *Program Effectiveness; *Program Evaluation; Research Design; Sampling; Time
IDENTIFIERS- Heroin Addicts; *Methadone; *Repeated Measures Design

A repeated measures design was used to assess the effects of a methadone maintenance program in several California locations. Subjects were 720 Chicano and Anglo men and women participating in rehabilitation programs for heroin addicts. The subjects were interviewed between 1978-1981, and the average follow-up time after initial treatment was 4-6 years. The follow-up rate was 90 percent of those alive at the time of the interview. This repeated measures design compared individuals' behaviors for a relatively long pretreatment period, in order to ensure a more stable baseline; for all periods during the treatment; and for all periods when not in treatment after the entry into initial treatment. The amount of time spent in treatment was also examined. The interview, adapted from Nurco's schedule, assessed behavior, legal problems, drug use, employment, etc., during the different time intervals. Results indicated that the time factor was significant for all outcome measures. Significant behavioral improvement was noted during times of treatment. Racial differences and sex differences were also noted. (GDC)

ED 280 907 UD 025 404

Webb, Michael B.
Notes Concerning Dropout Prevention in New York State.
PUB DATE- Jan 87
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Educational Planning; *High Risk Students; High Schools; *High School Students; Minority Groups; Parent Participation; Program Effectiveness; School Business Relationship; School Effectiveness; *State Programs
IDENTIFIERS- Dropout Prevention Program; *New York

New York State has the fifth highest dropout rate in the United States. Between 1980 and 1984 the dropout rate ranged between 32.8 percent and 34 percent. During the 1980-81 school year alone, over half (53 percent) of black high school students dropped out of school. Several approaches have been tried to decrease numbers of dropouts. This report reviews reasons students drop out and discusses dropout prevention efforts in New York State and their effectiveness. In general, findings show that inadequate planning is one of the main problems hampering program effectiveness. The following suggestions are made for dealing with the dropout problem: (1) ways must be found to involve parents more actively in the education of their children; (2) a long-term or longitudinal study of program effectiveness is required; (3) dropout programs should be considered long-term efforts to improve the quality of schooling; (4) community organizations can deliver many services better than the schools do; (5) state and local agencies must facilitate business and school collaboration; and (6) a learning plan should be developed for each student who is at risk. (PS)

ED 280 935 UD 025 462

Municipal Assistance Corporation/Vocational Improvement Program. Computer Education Program Evaluation Report, 1985-86. End of Year Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 87

NOTE- 27p.; Prepared by the O.E.A. Instructional Support Evaluation Unit.

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Educational Technology; High Schools; Individualized Instruction; Instructional Innovation; Multimedia Instruction; *Program Evaluation; Staff Development; Urban Education

IDENTIFIERS- *New York (New York)

The Computer Education Program, funded by the Municipal Assistance Corporation/Vocational Improvement Program (MAC/VIP), assists New York City high schools in promoting computer education and integrating the use of computers in subject area instruction. Project goals include providing assistance in the evaluation, purchase, and installation of computer hardware, review and selection of instructional software, development and dissemination of related curriculum materials, and staff development support. This evaluation of the MAC/VIP Program during the 1985-86 school year was based on questionnaire responses from a sample of school administrators, computer coordinators, and teachers using the labs. Findings included the following: (1) most of the computers were installed and in use by October 1985; (2) administrators were generally satisfied with their hardware choices; (3) responsibilities of computer coordinators were wide-ranging and exceeded the officially allocated time; (4) computer labs were used for a majority of class periods during the school year; (5) a majority of teachers reported receiving some in-school assistance; and (6) large proportions of respondents believed in the value of computers in education. A list of recommendations is included. (PS)

ED 280 647 RC 016 148

Stuart-Siddall, Sandra; And Others
The Rural Clinical Nurse Placement Center.
PUB DATE- Oct 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Experience; Experiential Learning; *Field Experience Programs; Higher Education; *Internship Programs; Longitudinal Studies; *Models; *Nursing Education; Program Descriptions; Program Effectiveness; *Rural Areas; *Student Experience
IDENTIFIERS- California State University Chico; *Rural Clinical Nurse Placement Center CA

The Rural Clinical Nurse Placement Center (RCNP) was begun in Chico, California, in 1975 to develop, implement, evaluate, and disseminate a model of a rural internship program in an effort to attract nurses to rural communities. Run by a director, clinical coordinator, full-time secretary, and half-time typist, the program places BS/RN degree nursing students in 6- to 8-week credit internships in rural health care facilities. Students usually reside with rural families and are guided by a preceptor (local health care professional employed by the placement facility). Following the internship, students complete post placement questionnaires; placement, preceptor, and housing provider evaluation forms; and projected employment plans. Participants also receive an annual longitudinal study questionnaire to assess effects of RCNP participation. From 1976 through fall 1983, RCNP placed 352 participants from California schools--and 2 out of state colleges--in approximately 70 rural health care facilities in northeastern California. On-site supervision had been provided by more than 100 preceptors. Results from 247 responses to the longitudinal questionnaire from 1976-1981 graduates indicated 89% were working as health care professionals and 38% had worked in a rural area. Graduate level programs based on the RCNP model have been established in Michigan, Georgia, and Idaho. (NEC)

ED 280 661 RC 016 175

Williams, Richard P.; Ross, Pat
You Are Not an Indian without a Roll Number or White Card.

PUB DATE- Jun 86
NOTE- 16p.; Paper presented to the Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, U.S. House of Representatives (Washington, DC, June 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *American Indian Education; American Indian History; American Indians; *Civil Rights; *Educational Discrimination; Elementary Secondary Education; Eligibility; *Ethnic Status; Federal Indian Relationship; Minority Groups; Social Discrimination; Tribes
IDENTIFIERS- Dawes Allotment Act 1887; Five Civilized Tribes; Indian Education Program; Membership Requirements; *Oklahoma; *Tribal Citizenship

The United States Office of Indian Education is requesting that all children who are served in the Indian Education Program prove their Indian ancestry with a roll number or Certificate Degree of Indian Blood (CDIB) card. This practice is discriminatory because (1) the Native American is the only ethnic group in the United States that must prove its ethnic background to participate in an education program at a public school; (2) ancestors of many Native Americans of the Five Tribes of Oklahoma were not part of the Dawes Commission enrollment (closed in 1906); (3) in 1924, the United States government made all Indians American citizens; and (4) there is no provision for the Native American who has been adopted. Most Oklahoma Indian families do not have the time, money, energy, and/or expertise to complete the complicated process of securing the CDIB card for their children to participate in an Indian Education Program at school that provides tutoring in the basic subjects. Meanwhile, an estimated one-third of Oklahoma children currently recognized as Native Americans do not have roll numbers or CDIB cards. Tribal agencies do not have the manpower or finances to provide applicants with the proper documentation. Problems of securing numbers/cards are even greater for urban Indians who do not know the system. (NEC)

ED 280 674 SE 047 753

Morris, Robert, Ed.
Studies in Mathematics Education. Volume 5. Geometry in Schools.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102373-X
PUB DATE- 86
NOTE- 197p.; For volume 4 see ED 266 935.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Books (010)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; Geometric Concepts; *Geometry; *International Educational Exchange; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Resource Materials; Teacher Education; Teaching Methods

This is the fifth volume in a series designed to improve mathematics instruction by providing resource materials for those responsible for mathematics teaching. Focused on geometry in schools, it presents a panorama of current practices around the world and suggests future trends. The 14 chapters consider: "Developments in Geometry Teaching in Three Arab States" (Bannout and Hussain); "Geometry for 13-year-olds in Canada and the United States" (Robitaille and Travers); "Geometry Teaching in Latin America" (Lluis); "Geometry in Southeast Asia" (Peng-yee and Chong-keang); "Transformation Geometry in Retrospect" (Sinha); "Geometry at Secondary School Level in Sierra Leone" (Labor); "Geometry in the Primary School: What is Possible and Desirable" (Jzn); "Some Problems Concerning Teaching Geometry to Pupils Aged 10 to 14" (Koman, Kurina, and Ticha); "Teaching Geometry in the USSR" (Chernysheva, Firsov, and Teljakovskii); "The Crisis of Geometry Teaching" (Glaeser); "An Analysis of Geometry Teaching in the United Kingdom" (Fielker); "What are Some Obstacles to Learning Geometry?" (Bishop); "Teacher Education and the Teaching of Geometry" (Meserve and Meserve); and "Microcomputer-based Courses for Secondary School Plane Geometry" (Bell). (MNS)

ED 280 724 SE 047 887

Levy, Barbara W.
The Math Master Level 4. Ages 10-12.
REPORT NO.- ISBN-0-86653-199-8
PUB DATE- 84
NOTE- 52p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL
62321-0299 ($4.95; GA614).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Computation; *Drills (Practice);
Elementary Education; *Elementary School Mathematics;
*Instructional Materials; Learning Activities; *Mathematics
Instruction; Motivation; Number Concepts; Primary Education;
Student Attitudes; Workbooks

This booklet, designed for ages 10-12, is the fourth in a series designed to help teachers develop a more positive and creative approach to giving work on mathematics skills to children. It is based on objectives concerning creativity, fostering independent thinking, using experiences, using mastery, reinforcing previously learned skills, emphasizing choices and following directions, encouraging divergent thinking, and developing concepts. Each of the 40 pages may be reproduced by the teacher for student use. An answer key is included. (MNS)

ED 280 921 UD 025 423

St. Louis Metropolitan Voluntary Desegregation Transportation Program: Policy and Procedure Manual.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Aug 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Board of Education Policy; *Busing; *Desegregation Plans; Elementary Secondary Education; *Racial Integration; *Racially Balanced Schools; *School Desegregation; Urban Schools
IDENTIFIERS- Missouri (Saint Louis)

The policies and procedures described in this manual were developed to implement court-ordered desegregation transportation service for the interdistrict transfer plan. For the most part, these policies and procedures have been in effect since the beginning of the 1982-83 school year. The State Board of Education has acknowledged these policies but not formally adopted them to allow some flexibility in their administration. The Department of Elementary and Secondary Education will work cooperatively with the Voluntary Interdistrict Coordinating Committee and participating districts to provide effective, efficient, and safe transportation within the framework of the Settlement Agreement. The manual covers general provisions as well as provisions for starting, changing, and stopping transportation service, illness during the school day, part-time and ancillary transportation, activity transportation, student discipline, weather and emergency procedures, and accidents. Eleven forms for implementing the transportation program are appended. (LHW)

ED 280 606 PS 016 454

Almdale, Linda; And Others

The Role of Child Care in Child Abuse Prevention.

California Child Development Programs Advisory Committee, Sacramento.

PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Abuse; Child Caregivers; Child Welfare; *Day Care; Early Childhood Education; Family Programs; Glossaries; Identification; *Institutional Role; *Prevention; Questionnaires; Skill Development; State Surveys; Welfare Services
IDENTIFIERS- *California; Reimbursement Programs

To generate information about the association between child care and child abuse prevention and identification, a statewide survey was made of a sample of program directors in child care centers, program coordinators in alternative payment programs, and directors of family child care satellite programs in California. Detailing the background, methods, and results of the survey, this report examines five separate areas important to subsidized care providers in their work with abused, at-risk, and neglected children and their families: (1) the identification and reporting of child abuse; (2) the interaction between child care programs and other children's services; (3) child care and families of abused, neglected, or at-risk children; (4) child care staff and the identification of child abuse; and (5) inadequate reimbursement for services needed by families with child abuse and neglect problems. Based on the survey results, several recommendations were formulated and are presented in this report. Questionnaires, survey data, notes on sample characteristics, and an information sheet on child care in California are appended, along with a glossary of related terms. (RH)

ED 280 621 PS 016 500

Levy, Gary D.; Carter, D. Bruce

Gender Schema, Gender Constancy, and Sex-Stereotype Knowledge: The Roles of Cognitive Factors in Sex-Stereotype Attributions.

PUB DATE- Apr 87

NOTE- 27p.; M.A. Thesis, Syracuse University. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; *Cognitive Development; Day Care; *Developmental Stages; Early Childhood Education; Hypothesis Testing; Nursery Schools; Sex Role; *Sex Stereotypes; *Young Children

IDENTIFIERS- *Gender Constancy; Gender Schema Theory; *Knowledge

The present study investigated relationships between cognitive components of children's sex-role development and the bases of their attributions of sex-stereotypes to a particular gender. Specifically, it was predicted that the number of sex-stereotypes children correctly attributed would be significantly related to gender differences between the figures used in the task and not to the size of the stimulus figure, children's level of gender constancy, or their sex. Further, it was predicted that highly gender schematic children would be more accurate in attributing sex-typed activities to males and females than would less gender schematic children. A total of 83 children 27 to 63 months of age completed interviews assessing (1) knowledge of sex-role stereotypes, beliefs in stereotype flexibility, and understanding of gender constancy, and (2) toy preferences and their degree of gender schematization, and use of physical size as a basis for attributing sex-stereotypes. Results indicated that degree of gender schematization was predictive of accuracy in children's attributions of sex-stereotypes to both males and females. In contrast, stage of gender constancy was not predictive of any of the major dependent variables. It is concluded that the findings offer further evidence of the importance of gender schemata in early sex-role development. (Author/RH)

ED 280 634 RC 016 104

Hedge, Russell; Johnson, Willard
Serving Rural Families of Developmentally Disabled in a Cost-Effective Manner.
PUB DATE- Oct 86
NOTE- 16p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Developmental Disabilities; Disadvantaged; Educational Philosophy; Family Programs; *Home Instruction; Intervention; Models; Parent Education; *Parent Role; Preschool Education; Program Descriptions; Program Effectiveness; Respite Care; Rural Areas; *Rural Education; *Special Education
IDENTIFIERS- *Early Intervention Programs; Kansas (Southeast)

Providing cost-effective services in 15 counties of Southeast Kansas, the Infant and Early Childhood Intervention Program (IECIP) teaches parents to provide daily one-to-one therapy in gross and fine perceptual motor development, speech and language development, social adjustment, and behavior management for developmentally delayed children from birth to six years of age. The primary purpose of the program has been to develop a model service delivery system for fostering the health and development of young delayed children and at-risk infants in disadvantaged, rural settings. The system involves professionals who improve the overall functioning of a large number of developmentally delayed children by traveling to the parents to teach them how to train their children. Procedures have been developed to help parents of delayed infants and young children become viable, knowledgeable teachers, case managers, and advocates. Using the principles of individualized programming, the trainer and parent develop goals, techniques, and materials for the child. In addition to IECIP services, the Kansas University Affiliated Program offers respite care for developmentally disabled individuals. This rapidly growing program includes mass media recruitment of respite caregivers and intensive training. (JHZ)

ED 280 691 SE 047 853

Penn, Linda
Young Scientists Explore Seasons. Book 5 Primary Level.
REPORT NO.- ISBN-0-86653-123-8
PUB DATE- 83
NOTE- 37p.; Illustrated by Elaine Scott. For volumes 1-12 of this
  series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL
  62321-0299 ($3.95--GA453; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Elementary School Science;
  *Environmental Education; *Learning Activities; Parent
  Participation; *Physical Environment; Primary Education; *Science
  Activities; Science Education; *Science Instruction; Weather
IDENTIFIERS- *Seasons

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on signs of the four seasons. Materials are included for assembling a season activity booklet and guidelines are given for a seed-planting experience. A seasonal story and rhymes and riddles are highlighted. A section on weather is also offered. Directives for the individual activities are provided in the teacher/parent guide section and include: (1) discussion questions; (2) explanations of the learning activities with an answer key; (3) vocabulary list; and in most cases, (4) extended activities. (ML)

ED 280 708 SE 047 870

DeBruin, Jerry
Young Scientists Explore Inner & Outer Space. Book 6--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-152-1
PUB DATE- 83
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA457; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Developmental Stages; Educational Games; Elementary Education; *Elementary School Science; *Individual Development; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Science Activities; Science Education; Science Instruction; *Space Exploration

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of space (inner and outer). Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of science-oriented exercises are sequenced chronologically based on developmental characteristics of youngsters from prebirth through age 15. These activities are intended to help the youngsters reflect on where they came from, where they are now, and what may be ahead in the future. (ML)

ED 280 742 SE 047 906

Deery, Ruth
Earthquakes & Volcanoes. The Natural Disaster Series. Grades 4-8.
REPORT NO.- ISBN-0-86653-272-2
PUB DATE- 85
NOTE- 52p.; For other documents in this series see SE 047 907-909. Black and white illustrations.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95 GA630; set of 4 titles $19.80 GA1107).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earthquakes; Elementary Education; *Elementary School Science; Geology; Geothermal Energy; Glossaries; *Natural Disasters; Plate Tectonics; Process Education; *Science Activities; Science and Society; Science Education; *Science Instruction; Seismology; Skill Development
IDENTIFIERS- *Volcanoes

The topics of earthquakes and volcanoes are important to children but are often missing from elementary science textbooks. This document is a part of "The Natural Disaster Series" and is an attempt to supplement elementary science programs with lessons and student activities. Reasoning skills are also stressed throughout the document. Three questions follow each lesson's introductory information. These ask the student to: (1) think about cause and effect; (2) make a prediction based on the information in the selection; and (3) draw a conclusion which is supported by the evidence. These questions can be used by teachers for diagnosis, practice, or testing. Each lesson also involves an instructional activity which is intended to help make the content of that particular lesson more clear. It is suggested that the teacher present the vocabulary first, read and discuss the lesson as a class, do the activity, and then have the students re-read the lesson silently and answer the questions. A glossary is included which is indexed to the page numbers where each term is used. (TW)

ED 280 773 SO 018 030

Daly, Richard F.
Is There a Real Difference in the Social Class Origins of Female and Male Pre-Service Teachers at Mankato State University?
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; Females; Higher Education; Males; *Preservice Teacher Education; *Social Class; Social Differences; *Social Distribution; Social Indicators; Social Science Research; *Social Status; Social Stratification; *Social Structure
IDENTIFIERS- *Mankato State University (Minnesota)

Educational sociologists have long been interested in the class origins of students intending to be teachers. There is a belief in the educational community that female pre-service teachers tend to be largely drawn from middle class families while the males tend to be largely drawn from working or lower class families (Hansen, 1967). Six null hypotheses were formulated to answer the general research question: Is there a real or statistically significant difference in the social class origins of female and male pre-service teachers at Mankato State University? The two-factor Index of Social Position (ISP) developed by Hollingshead and Meyers was used to determine the social class origins of the subjects of study. The findings clearly indicate that the differences between the two groups in terms of social class origins is not significant. In addition, some of the corollary beliefs about the cognitive and verbal skills and values and attitudinal differences between female and male pre-service teachers require further research. (BZ)

ED 280 788 SO 018 065

Georgia Mediagraphy and First Supplement, 1985.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 85
NOTE- 68p.; Product of the Division of Instructional Media Services.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Annotated Bibliographies; Art; Biographies; *Educational Media; Elementary Secondary Education; Language Arts; Music; Nonprint Media; Physical Education; *Resource Materials; Sciences; Social Studies; Television
IDENTIFIERS- *Georgia

This guide is designed to assist media specialists in building resource collections and teachers in meeting state requirements for the study of Georgia; it will provide support to other curricular areas, as well. It is limited to print and non-print materials about Georgia, and is divided into sections on art, music, language arts, science, physical education, and social studies. Special sections are devoted to biographies of Georgians and to instructional television series relating to Georgia. A section listing professional resources and auxiliary agencies offering free and inexpensive materials is included. Entries are in alphabetical order by author's name and are arranged under the appropriate subject heading. Native-born Georgian authors are indicated by an asterisk. Citations include author, title, publisher/producer, copyright date, format, grade level, and publisher's/producer's annotation. All entries are commercially available. The supplement updates the earlier guide, adds a list of Georgia periodicals, and expands the list of state agencies offering free or inexpensive materials related to Georgia. (APG)

ED 280 803 SP 028 624

Intergovernmental Committee for Physical Education and Sport. Final Report of a Session (5th, Paris, October 7-13, 1986).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Oct 86
NOTE- 47p.
AVAILABLE FROM- UNESCO, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; Elementary Secondary Education; *Foreign Countries; *International Cooperation; *Physical Education

The Intergovernmental Committee for Physical Education and Sport held its fifth session at Unesco House in Paris October 7-13, 1986. A report is given on the plenary session, followed by reports of the ad hoc subcommittees which constitute 5 of the 16 items on the meeting agenda. Six recommendations are reported on the lines of emphasis of Unesco's program for 1988-89, and of the Medium-Term Plan for 1990-1995 in the field of physical education and sport. Included in the appendices are the opening and closing addresses to the session and information on participants. (JD)

ED 280 576 PS 016 398

Growing: Pre-Kindergarten Through 2nd Grade. Second Edition.
Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 85
NOTE- 232p.; For the first edition, see ED 239 711; for the companion guide entitled "Beginnings," see ED 206 409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Communication Skills; Cooking Instruction; *Early Childhood Education; Guidelines; Health; Individual Development; *Learning Activities; Mathematics; Motor Development; Music; Parent Participation; Play; Preschool Education; Primary Education; Resource Materials; Safety; Sciences; Social Studies; State Programs
IDENTIFIERS- *Oklahoma

Designed to be used in conjunction with an early childhood guide entitled "Beginnings," this resource guide presents a variety of learning activities for children in preschool through second grade. The guide aims to encourage and reinforce the use of a variety of concrete, semi-concrete, and abstract activities meeting the developmental needs of children in the areas of art; social studies; science; health; safety; cooking; sand play, water play, and woodworking; and transition time. The activities presented can be readily adapted to a wide range of individual and group needs by varying the degree of assistance provided by the teacher. Basic information is also provided concerning expectations for teachers, the development of children at various ages, assessment, parent participation, organizing/utilizing a volunteer program, and the integrated curriculum. Also included are resources for learning in each of the curriculum areas described in the guide, as well as a brief bibliography on parenting and a list of teacher resources. (RH)

ED 280 725 SE 047 888

Carroll, Jeri A.
Let's Learn about Numbers. Preschool-2nd Grade.
REPORT NO.- ISBN-0-86653-354-0
PUB DATE- 86
NOTE- 69p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL
62321-0299 ($4.95; GA792).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Educational Games; Elementary Education; *Elementary School Mathematics; Geometric Concepts; *Learning Activities; *Mathematics Instruction; Measurement; *Number Concepts; Primary Education; Problem Solving; Resource Materials

This booklet is designed to show teachers the many things children in preschool through grade 2 can learn about and do with numbers. Included is information on preparing to teach counting skills, getting the classroom ready, activities to do with children, projects for children and teachers, lists of materials, and computer background information. Number ideas, measurement, and geometric concepts are included. Some pages may be reproduced for use with children. (MNS)

ED 280 819 SP 028 699

Rothberg, Robert A.
Dealing With the Problems of Teacher Isolation.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Interpersonal Communication; *Peer Relationship; *Teacher Administrator Relationship; *Teacher Alienation; *Teacher Attitudes; Teacher Morale
IDENTIFIERS- University of Central Florida

This paper reports on the findings from a study made in 1984 at the University of Central Florida on the subject of teacher isolation. One hundred and ninety-six elementary and secondary teachers responded to a survey questionnaire on their experiences in the school community and their attitudes toward more involvement with other teachers and administrators. A summary of their responses led to the conclusion that isolation does exist and that high school teachers might have more serious problems in this area than other teachers. A discussion is presented on conditions that can help to reduce the isolation of the classroom teacher, e.g., developing a climate of trust, sharing decision making, and training and staff development. Some specific strategies for increasing and improving social interaction among the school staff are suggested. (JD)

ED 280 850 TM 860 738

Fletcher, J. D.; Orlansky, Jesse
Cost Effectiveness of CBI in Defense Training.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed

Instruction; Computer Simulation; *Cost Effectiveness; Effect Size; Flight Training; Individual Instruction; *Instructional Effectiveness; Job Performance; Job Training; *Military Training; Postsecondary Education

This presentation provides an in-process review of researching efforts at the U.S. Army Research Institute and the Institute for Defense Analysis to update their earlier studies of Computer Based Instruction (CBI) cost-effectiveness. In the presentation five topics are addressed: (1) the differences between education and training, and why they matter; (2) findings of earlier studies on the cost-effectiveness of CBI in military training; (3) some methodological issues uncovered by these earlier studies; (4) some methodological improvements applied to update these earlier studies; and (5) some preliminary results. Sixteen replicas of the slides used in the presentation are appended. (Author/JAZ)

ED 280 864 TM 870 191

Athanasou, James A.
An Overview of the Vocational Interest Survey. Information Paper. Draft .
New South Wales Dept. of Industrial Relations and Employment, Darlinghurst (Australia). Human Resources Div.
REPORT NO.- ISBN-0-7305-2076-5
PUB DATE- Oct 86
NOTE- 26p.; For related documents, see TM 970 190-193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Careers; Foreign Countries; High Schools; *Interest Inventories; Measurement Techniques; Models; Occupations; *Questionnaires; Rating Scales; *Research Design; Surveys; *Vocational Interests
IDENTIFIERS- Australia (New South Wales); Holland (John L); *Vocational Interest Survey

The Vocational Interest Survey (VIS) is a measure of six vocational interests--practical, scientific, artistic, social, business and clerical--based on the model of interests proposed by Holland. Five broad design criteria for the development of the six interest scales are outlined, e.g., minimum reliability of 0.80. Each scale is organized into three parts: (1) occupational choices; (2) educational preferences; and (3) activity interests. Seven major applications of the VIS are described: individual assessment, diagnosis, selection and placement, guidance, prediction, evaluation, and research. A list of job names and courses for use with the VIS, and the six questionnaires are appended. (Author/JAZ)

ED 280 879 TM 870 209

Miller, Harold J.

The Miller Motivation Scale: A New Counselling and Research Tool.

PUB DATE- Jan 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Behavior Rating Scales; Computer Assisted Testing; *Concurrent Validity; Cooperation; Counseling; Creative Activities; Higher Education; High Schools; Individual Power; Innovation; *Motivation; Productivity; *Psychometrics; *Test Validity
IDENTIFIERS- *Miller Motivation Scale; *Test Retest Reliability

The Miller Motivation Scale is a 160-item computer scored scale. It was developed to measure quickly and easily and display the motivational profile of the client. It has eight subscales. Five subscales measure encouragement, self-fulfillment and social interest. They are called Creative, Innovative, Productive, Cooperative, and Power. Three subscales measure discouragement, self-defeat, and selfish interest. They are labeled Attention Getting, Revenge, and Give-Up. A test-retest reliability was conducted to determine the stability of the subscale scores. The subjects of the study were 180 Faculty of Education Students. The test-retest results indicated that the Creative, Innovative, Productive, and Cooperative subscales have a high degree of reliability for this type of measurement device. The Attention Getting, Power, Revenge, and Give-Up subscales showed a lower test-retest reliability. The relationships between the Miller Motivation Scale subscales and the Creative Behavior Inventory and the structure of Intellect-Abilities Assessment were studied to determine the concurrent validity of the Miller Scale. The results supported its general validity. There is a growing amount of clinical evidence that the Miller Scale accurately reflects the kinds of motivation that are important for both prediction and counselling. (JAZ)

ED 280 893 TM 870 225

Schunk, Dale H.
Domain-Specific Measurement of Students' Self-Regulated Learning Processes.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Cognitive Processes; Cognitive Style; Construct Validity; Correlation; Elementary Secondary Education; *Learning Strategies; Learning Theories; Measurement Techniques; Personality Measures; *Self Concept; *Self Evaluation (Individuals); Student Motivation; Test Reliability; *Test Validity
IDENTIFIERS- *Domain Specifications; *Self Efficacy; Self Regulation

This article discusses the assessment of self-regulated learning processes as students acquire cognitive skills in specific academic domains. Domain-specific assessment is useful for understanding student learning and for planning instructional activities that help to promote it. Although much psychological research has used general measures of cognitive functioning to study human behavior, general measures do not reliably predict what people do in specific situations. Some measures of student aptitude, such as intelligence or abilities, correlate with student achievement, but complex aptitude constellations often predict learning better than any aptitude alone. The assessment of one type of domain-specific self-regulated learning process--perceived self-efficacy--is discussed to include instrument development, reliability, and validity. Empirical evidence is presented demonstrating the predictive utility of self-efficacy in various domains, along with research showing how self-efficacy is affected by instructional contexts. Future research suggestions are provided. (A six-page list of bibliographic references is attached.) (Author/JAZ)

ED 280 908 UD 025 405

Murray, Charles; Laren, Deborah

According to Age: Longitudinal Profiles of AFDC Recipients and the Poor by Age Group. Prepared for the Working Seminar on the Family and American Welfare Policy.

American Enterprise Inst. for Public Policy Research, Washington, D.C.; Marquette Univ., Milwaukee, WI. Inst. for Family Studies.

SPONS. AGENCY- John M. Olin Foundation, Inc., Alton, Ill.
PUB DATE- Sep 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Dropouts; Early Parenthood; Economically Disadvantaged; Federal Programs; *Poverty; *Public Policy; Quality of Life; *Unemployment; *Unwed Mothers; *Welfare Recipients; Work Experience

Using findings of the Panel Study of Income Dynamics (PSID), this report discusses how people become poor and why they stay that way. The PSID reveals that the requirements for getting out of poverty in the United States are so minimal that it takes a mutually reinforcing cluster of behaviors to remain in poverty, even for blacks and females. The following activities are enough to ensure permanent escape from poverty: (1) attending public school and completing high school; (2) finding a job and remaining with it; and (3) avoiding out-of-wedlock births. Of all men aged 20 to 64 with a high school education, only .6 percent were in poverty in 1970; 4.7 percent of black male heads of households were in near-poverty by 1980; and 2 percent of all women with high school educations were poor. Though 8.5 percent of black women with high school educations were poor, over 90 percent were not. Current public policies have the following effects: (1) they dissuade young people from acting in a manner leading to prosperity, thus creating a problem of poverty among the elderly in the future; and (2) they prevent the young disabled from leading productive lives. The urgent task of the state is not to get more money into people's hands, but to do what a government can to nourish and protect an environment within which people who have enough money to lead a decent existence are able to do so without fear of crime, drugs, and ineffective schooling for their children. (PS)

ED 280 757 SO 017 720

Horowitz, Harold
The American Jazz Music Audience.
National Endowment for the Arts, Washington, D.C.; National Jazz Service Organization, Washington, DC.
PUB DATE- 86
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiences; Concerts; Interviews; *Jazz; Music Education; Public Opinion; Research Problems; Statistical Surveys; Surveys

This publication reports the findings of research carried out in recognition of the need for an in-depth analysis of the U.S. jazz music audience in order to identify and assess ways to shape the future of jazz as part of the "Survey of Public Participation in The Arts" conducted in 1982. The research problem was to learn the size, characteristics, and boundaries of the jazz music public. Following an executive summary of the study and an introduction, the report is presented in nine chapters: (1) "Size of the Jazz Music Audience"; (2) "Audience Characteristics"; (3) "Performers of Jazz Music"; (4) "Performance Locations"; (5) "Residence Locations of the Audience"; (6) "Audience Crossover"; (7) "Demand and Barriers To Increased Attendance"; (8) "Number of Persons Who Like Jazz Music"; and (9) "Characteristics of Persons Who Like Jazz Music." Included are 19 tables related to the discussion. (KWL)

ED 280 804 SP 028 632

Niemi, Hannele
The Meaning of Life among Secondary School Pupils. A Theoretical Framework and Some Initial Results. Research Bulletin 65.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-4156-1
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Human Dignity; *Individual Needs; *Interpersonal Competence; Life Style; *Secondary School Students; *Self Actualization; Self Determination; *Student Attitudes; *Values
IDENTIFIERS- *Finland

This monograph reports on an empirical survey of 394 secondary school students investigating their desire to seek the meaning of their own lives. The theoretical framework upon which the study was based is that of Viktor E. Frankl's hypotheses that a human being wants to seek the meaning in his own life. The questionnaire consisted of tests measuring pupils' concepts of their own life's purposes, significance, and meaningfulness. Questions dealt with values and attitudes toward existential questions. Pupils could also evaluate significance of school subjects in the the search for their own life's meaning. Initial results gave clear indication that students reflect quite a lot on the meaning of life, and most think that topics and questions dealing with existential questions should be addressed at school. Responses to open-ended questions on what they expected from school revealed that students asked for warmer and closer human relationships, more communication, more taking into account of individuality, more opportunity for choices, more support and encouragement, and more knowledge that has meaning for their personal life. The questionnaire is appended. (JD)

ED 280 835 SP 028 764

Thomas, R. Murray
Internationalizing Teacher Education. A Workshop Plan.
PUB DATE- 87

NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Culture; Global Approach; Higher Education; *International Education; Preservice Teacher Education; *Program Development; *Teacher Educators; *Teaching Methods; *Workshops

An outline is presented of steps taken in a one-day workshop designed for teacher education faculty who plan to augment the international components of the teacher education curriculum. The focus of the workshop was on "A Guide to Workshop Procedures" (reproduced in this paper), which delineates in detail the sequential activities and tasks for workshop participants. The topics described in this document include: (1) the purpose of the workshop; (2) meanings of the phrase "internationalizing a professional-education program"; (3) potential ways of expanding the international aspects of teacher education; and (4) specific innovations that the teacher education faculty intend to adopt. Information is included on the types and levels of change in a teacher education program that could be attempted as plans are laid for expanding the international aspects of the program, the kinds of learning objectives that should be set, the kinds of instructional methods and materials that can be used, and incorporating the lessons and units that result from the workshop into professional education programs. (JD)

ED 280 922 UD 025 427

Zafirau, S. James
Some Management Uses of the Parity Concept and Definition.
PUB DATE- 6 Mar 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Elementary Secondary Education; Equal Education; *Reading Comprehension; Reading Tests; *School Effectiveness; *Scores
IDENTIFIERS- *Cleveland Public Schools OH

This paper examines the reading scores at Cleveland City elementary and secondary schools in 1985-86 to determine whether parity of black and white students' academic achievement had been achieved. Parity is accomplished when the proportion of black students achieving at or above the 33rd percentile on a reading comprehension test is substantially the same as for white students. In addition, the paper applies the parity concept to each school to determine net reading comprehension achievement results on a school-by-school basis; thus, the concept is shown to be useful as a management application tool. The latter application is accomplished by analyzing only those students who, from the beginning to the end of the school year, moved across the reading comprehension cut score of 33rd percentile, either in a positive or negative direction. Results of these analyses are summarized in statistical tables, many of which are included within an appendix which constitutes the greater part of the document. (KH)

ED 280 936 UD 025 463

Chapter 1 as an Educational Resource in South Carolina.
South Carolina State Dept. of Education, Columbia. Office of Federal Programs.
PUB DATE- Jun 86
NOTE- 27p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Mathematics Instruction; *Program Effectiveness; Program Evaluation; Reading Instruction; Special Education; *Special Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; *South Carolina

This report presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for educationally deprived children from 1981 through 1985. It also identifies those projects exhibiting the greatest gains in student achievement during 1985. During the five years studied, there were steady decreases in the following areas: (1) state allocation of funds; (2) number of students participating; and (3) personnel employed to serve Title I/Chapter 1 students. More students participated in reading activities than any other instructional activity, with heavy emphasis also on mathematics, a reflection of the state's continuing emphasis on the improvement of basic skills. The report briefly describes 14 Chapter 1 projects which exhibited significant gains at all grade levels served. (LHW)

ED 280 591 PS 016 431

Willis, Charles L.
What Do Classrooms in Unusually Successful Schools Look Like?
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Educational Equipment; *Educational Facilities; Elementary Education; *Elementary Schools
IDENTIFIERS- Elementary School Recognition Program; *Exemplary Schools

Briefly described are classrooms in eight unusually successful elementary schools differing in size, grade levels, racial mix, community size and location, and percentage of low income parents. Most were well equipped, had computers and typewriters, and displayed students' work. (RH)

ED 280 675 SE 047 808

Troutman, Andria P.; Lichtenberg, Betty K.
Mathematics: A Good Beginning. Strategies for Teaching Children.
Third Edition.
REPORT NO.- ISBN-0-534-06984-3
PUB DATE- 87
NOTE- 557p.; First and second editions are no longer in print.
AVAILABLE FROM- Brooks/Cole Publishing Co., 555 Abrego St., Monterey, CA 93940-3286.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Higher Education; *Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; Statistics; *Teacher Education; *Teaching Methods

Presented is the third edition of a textbook designed for pre- and inservice teachers of elementary school mathematics. The content was selected on the basis of its direct applicability to the mathematical ideas usually introduced in grades K-6. The content is presented in conjunction with appropriate teaching strategies, determined by research findings and relevant contemporary trends. Each concept presented is followed by related activities for children. Sixteen chapters consider: pre-number concepts; our base-ten numeration system; addition and subtraction; multiplication and division; factors; multiples, primes, and composites; representing, adding, and subtracting rational numbers; multiplying and dividing rational numbers; common mathematical difficulties; problem solving; geometric figures and relationships; children's development of geometric ideas; attributes of measurement; measurement of attributes; organizing, representing, and interpreting data; computer use; and planning and managing instruction. Appendices contain an instructional objectives chart, selected answers for exercises, and material sheets. (MNS)

ED 280 692 SE 047 854

Penn, Linda
Young Scientists Explore Animal Friends. Book 6 Primary Level.
REPORT NO.- ISBN-0-86653-124-6
PUB DATE- 83
NOTE- 37p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA454; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Education; Science Instruction
IDENTIFIERS- *Humane Education; *Pets

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on animals that can be cared for as pets, both at home and in the classroom. An introductory section contains a song, pet puzzler, and cutouts. A section on large pets and a section on small pets highlight animals such as dogs, cats, gerbils, parakeets, crabs, rabbits, frogs, and chameleons. Emphasis is placed on the proper care of the animals. Directives for the activities are provided in the teacher/parent guide section and include: (1) explanations of the learning activities; (2) an answer key; and (3) suggestions for extended activities. (ML)

ED 280 607 PS 016 455

The Growth Chart: A Tool for Use in Infant and Child Health Care.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154208-X
PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Charts; *Developing Nations; Foreign Countries; Global Approach; Guidelines; *Health; *Individual Development; Infants; Measurement Techniques; Nutrition; Training; Young Children
IDENTIFIERS- Brazil; *Child Health; Colombia; *Growth Charts; India; Indonesia; Thailand

Written to assist managers of child health programs, this publication explains the features and uses of a simple visual chart for monitoring childhood growth and detecting changes in nutritional and health status. The first part of the book introduces the basic principles and procedures for measuring changes in growth and knowing when these changes signal a deterioration in health. Highly practical information on the design and use of growth charts is presented. In order to ensure that growth charts are understood and properly used by community health workers, the book alerts program managers to specific problems of design, presentation, recording, or interpretation that should be considered when developing or adapting a chart for local use. Illustrations show a prototype chart and modified versions developed to meet special needs in India, Indonesia, Colombia, Thailand, and Brazil. The book also shows how such charts can be used for the education of mothers in appropriate feeding practices and the development of a medical history. The second part of the book offers guidelines for training health workers to use the chart. Information ranges from important points to stress when teaching weighing procedures to examples of cases where growth information might be misinterpreted. (RH)

ED 280 635 RC 016 105

Tweto-Johnson, Linda
Certification for Teachers of the Visually Impaired: A Rural Teacher Training Project.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Certification; *College School Cooperation; Education Courses; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Program Descriptions; *Retraining; *Rural Education; Special Education; *Teacher Education; Teacher Recruitment; *Teacher Shortage; *Visual Impairments
IDENTIFIERS- Oregon (East)

The goal of a 2-year vision teacher training project is to provide the coursework instruction and student teaching opportunities necessary for Oregon certification as teacher of the visually impaired. The program was designed in response to several conditions affecting services for visually impaired students living in seven eastern Oregon counties: (1) nationwide shortage of teachers for the visually impaired; (2) population sparsity--50 visually impaired students scattered within 28,000 square miles; (3) geographic and climatic barriers affecting teacher recruitment and retention; (4) lack of certified vision teacher applicants from Oregon universities or out-of-state programs; and (5) absence of locally accessible certification and training programs. Coursework instruction and supervision are provided through a cooperative effort between Portland State University vision department staff and Eastern Oregon Regional Program vision teacher staff. Funding is provided in part by a cooperative planning council grant from the Oregon Department of Education and local district contributions. Project participants are certified teachers desiring to change specialization fields, e.g., resource room teachers whose positions have been eliminated through the reduction in force process. Local access to coursework has eliminated the geographical, financial, and climatic barriers that have previously prevented teachers from retraining in the field of vision. (JHZ)

ED 280 648 RC 016 158

Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Mexican American Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 6p.
CONTRACT- NIE-400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education; *College Programs; Engineering Education; Fine Arts; Higher Education; Legal Aid; Mathematics Education; Mental Health; *Mexican American Education; *Mexican Americans; Migrant Education; Multicultural Education; *National Programs; *Organizations (Groups); Program Descriptions; Science Education; Secondary Education; Spanish Speaking; Womens Studies

The directory cites 40 organizations or programs related to Mexican American education. Entries are based on responses to surveys conducted in the fall of 1985 and spring of 1986. The entries are listed alphabetically by state within national, state, and university categories. Each entry includes a brief description of the organization/program function, appropriate acronym, address, telephone number, and contact person. A program description and listing of the eight current bilingual education multifunctional support/resource centers concludes the directory. Services and issues of concern to the listed organizations include migrant teacher aide recruitment, information need of the Spanish-speaking populationl legal aid, social policies and practices affecting Hispanics, women's studies, mental health, ethnic studies, Hispanic arts, mathematics/engineering/scientific education, higher education, bilingual/multicultural education, and Chicano Studies. (LFL)

ED 280 662 RC 016 177

Thies, Kaye
Aboriginal Viewpoints on Education: A Survey in the East Kimberley Region. Research Series No. 5.
National Centre for Research on Rural Education, Nedlands (Western Australia).
REPORT NO.- ISBN-0-86422-050-2
PUB DATE- 87
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- Access to Education; Community Attitudes; Cultural Background; *Educational Improvement; *Educational Needs; Educational Opportunities; Educational Strategies; Elementary Secondary Education; Foreign Countries; Government Role; Language Usage; Minority Groups; *Multicultural Education; *Parent Attitudes; Parent Participation; Postsecondary Education; Questionnaires; *Rural Education
IDENTIFIERS- *Aboriginal People; *Australia (East Kimberley); Australia (Western Australia)

This research-in-dialogue study ascertained the viewpoints of representatives of 31 groups of East Kimberley (Australia) Aboriginal people on education, their priorities as to what issues government should be addressing, and their suggested strategies for achieving a system of education which meets perceived needs of the remote Aboriginal community. Findings indicated that Aboriginal East Kimberley people were acutely aware of the need for children to acquire the same competencies as other children in the mainstream of Australian society. However, they desired a balanced education that would transmit cultural values in addition to new skills and knowledge. The following emerged as priorities in developing more effective education for the region: (1) teach/inform Europeans about Aboriginal people of the region, (2) improve standard Australian English levels and acknowledge and provide for diverse language/cultural backgrounds, (3) provide on-site education, and (4) provide for recreation needs with education for leisure. Specific implementation strategies suggested providing courses for teachers/others intending to work in the region; involving traditional people in such courses; employing/training more Aboriginal teachers; mixing and communicating; establishing town language centers; establishing community centers for post secondary trades, technical, and tertiary education in the region; and providing support for cultural artistic and sporting needs through community centers. Appendices include data on the study sample and the survey instrument. (NEC)

ED 280 709 SE 047 871

DeBruin, Jerry
Young Scientists Explore Electricity & Magnetism. Book 7--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-269-2
PUB DATE- 85
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA654; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Electricity; Elementary Education; *Elementary School Science; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Magnets; Parent Participation; *Physical Sciences; *Science Activities; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of electricity and magnetism. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. Exercises that are found on even-numbered pages can be done by the teacher at school and those found on odd-numbered pages can be done by parents at home. A process skill is identified for each exercise. The activities focus on such aspects of the subject as: (1) electrical safety; (2) electrical terms; (3) flashlight parts and operations; (4) conductors of electricity; (5) electrical wiring; and (6) electrical consumption. (ML)

ED 280 743 SE 047 907

Deery, Ruth
Tornadoes & Hurricanes. The Natural Disaster Series. Grades 4-8.
REPORT NO.- ISBN-0-86653-318-4
PUB DATE- 85
NOTE- 52p.; For other documents in this series see SE 047 906-909. Black and white illustrations.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95 GA631; set of 4 titles $19.80 GA1107).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Elementary Education; *Elementary School Science; Glossaries; Interdisciplinary Approach; *Natural Disasters; Process Education; Safety Education; *Science Activities; Science and Society; Science Education; *Science Instruction; *Social Studies; Weather; Wind (Meteorology)
IDENTIFIERS- *Hurricanes; *Tornadoes

The topics of tornadoes and hurricanes are important to children but are often missing from elementary textbooks. This document is a part of "The Natural Disaster Series" and is an attempt to supplement elementary science and social studies programs with lessons and student activities. Reasoning skills are emphasized throughout the booklet. Three questions follow each lesson's introductory information. These ask the student to: (1) think about cause and effect; (2) make a prediction based on the information in the selection; and (3) draw a conclusion which is supported by the evidence. These questions can be used by teachers for diagnosis, practice, or testing. Each of the 15 lessons also includes an instructional activity which is intended to reinforce the main idea of the lesson. The lessons and activities are not sequential and contain information and concepts that overlap into art, literature, history and safety. A glossary is included which is indexed to the page numbers where each term is used. (TW)

Potvin, Bernie; Parsons, Jim
The Meaning of Christian Education.
PUB DATE- Nov 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; *Catholics; *Christianity; Developmental Stages; Foreign Countries; *Individual Development; *Protestants; *Religion; *Religious Education; Religious Factors; Religious Organizations; Secondary Education; *Youth

An attempt was made to describe the experience of Christian religious education for its participants. This research is both ethnographic and hermeneutic. Thick descriptions gathered from ethnographic methods like participant observation, in-depth interviews, and journal keeping served as text for analysis. Weekly visits of one to four hours were made to each school, home, or community setting over the course of one school year. It became evident that for the two students (David and Rena) studied, activities in the home and school played a more important role in structuring their experiences than did activities in church, youth groups, or their community. Five themes emerged from the research: (1) Story; (2) Community; (3) Growth; (4) Meaning; and (5) God. The findings within each theme were understood as being in dialectical tension with theoretical dispositions. This relationship between findings and theory meant that two questions had to be asked: "How does the life-world of the students inform the initial theory?"; and "What has been affirmed or rebutted in the experience of David and Rena as a result of the theory?" The research is concluded with a definition formed by interpretation of the research themes. That is, Christian religious education is attending to and cooperating with God's activities with others. Such education is characterized by love, trust, responsibility, and discipleship. Its goal is to promote right relationships with God and others. (BZ)

ED 280 789 SO 018 068

Bazdresch Parada, Juan E.
Que Tal la Justicia Social en los Alumnos de la UIA (Universidad Iberoamericana)? Investigacion sobre los Logros en la Formacion Valoral (What about Social Justice among the Students of the Iberoamerican University? Survey on the Achievements in the Acquisition of Values).
Universidad Iberoamericana, Mexico City (Mexico).
PUB DATE- Aug 86
NOTE- 80p.; Author's abstract is written in English. Document contains light print.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Christianity; *Evaluation Criteria; Higher Education; Humanitarianism; Individualism; *Justice; Liberalism; Personal Autonomy; *Philosophy; *Social Attitudes; *Social Cognition; Social Science Research; Social Values; *Values
IDENTIFIERS- Mexico

This survey investigates how the students of social philosophy modify their criteria on basic questions of social justice. A questionnaire of 30 questions, with 5 options, was developed. The five answer/options correspond to the following five schools of social philosophy (five ways of thinking): (1) liberal individualism; (2) humanitarianism; (3) positivism; (4) collectivism; and (5) Christian solidarity. It was given to 300 students in 9 courses at the beginning and the end of the course. Results indicate that the students gained a superficial understanding of social justice, but that the courses did not significantly modify their criteria. The majority of students did not consider that centralized socio-economic conditioning is necessary for people to develop with dignity. Regarding the capital-labor relationship and the right of private property, the students are highly individualistic in their criteria. To understand general principles, it is necessary to first make practical applications. (Author/BZ)

Albertson, Larry M.
A Research-Based Inservice Plan to Facilitate Teacher Cognitive Development.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; Adult Development; Affective Behavior; *Cognitive Development; *Formal Operations; *Individual Development; *Inservice Teacher Education; *Teacher Improvement; Teaching Styles; Vocational Maturity

As an introduction to exploring the possibilities of an inservice plan to facilitate teacher cognitive development, the theories of educational philosophers and developmental psychologists are cited in arriving at a broad definition of the cognitive development of adults. From these theories it is surmised that teachers do operate at different cognitive levels, and that this makes a difference in the classroom. It is pointed out that teachers who function at higher conceptual levels are able to create a greater variety of learning environments using a greater array of teaching models. An overview of research on the cognitive development of teachers is presented, identifying objectives in the affective and behavioral domains that should be considered in developing an effective curriculum for inservice programs. Descriptions are given of some developmental education models that have been implemented in research studies. Factors that have been identified in the literature which are thought to facilitate cognitive development, and should serve as a framework for an inservice program are listed: (1) assessment of developmental levels; (2) extended time formats; (3) seminars and practicums; (4) social role-taking; (5) ongoing supervision; (6) support during disequilibrium; and (7) identification of the desirable end state. Participant experiences should include decision making and evaluation, reflection and integration, shared responsibility and leadership, and empathy. Four pages of references are provided. (JD)

ED 280 851 TM 870 151

Stabler, Edward P., Jr.
Possible Contributing Factors in Test Item Difficulty. Research Memorandum.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-86-7
PUB DATE- Oct 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; Higher Education; Language Processing; *Linguistic Difficulty (Inherent); *Psychometrics; Sentence Diagraming; *Sentence Structure; Standardized Tests; Syntax; *Test Construction; Test Format; *Test Items
IDENTIFIERS- Sentence Completion Test

A type of item used frequently in standardized testing involves the recognition of a sentence. Examples of such items are the sentence completion items, used in both the Scholastic Aptitude Test (SAT) and the Graduate Record Examination (GRE), and the sentence correction items used in the Test of Standard Written English. Tests that contain such items are constructed by a laborious process which, remarkably, does not involve at any point a detailed analysis of the semantic or syntactic properties of the sentence on which the item is based. This paper provides an initial exploration of the possibility that a mental model of the item solution process may provide indications of how difficult it is to solve a certain item correctly. Some of the cognitive theories of language comprehension are reviewed to identify factors that may affect the level of effort required to solve a sentence-based item. It is a first step towards a test development process that does not rely exclusively on empirical test data analysis and instead views the characteristics of items as a source of psychometric information. (Author/JAZ)

ED 280 592 PS 016 432

The Children's Services Delivery System in California: Preliminary Report--Phase I.

Commission on California State Government Organization and Economy, Sacramento.

PUB DATE- Mar 87
NOTE- 136p.
CONTRACT- GOE-6001
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Background; Catalogs; Child Abuse; *Child Neglect; *Child Welfare; *Delivery Systems; Homeless People; *Needs Assessment; Profiles; Program Improvement; Runaways; Social Problems; State Programs; *Welfare Services
IDENTIFIERS- *California

Concerned because California now annually administers an estimated $5.9 billion in funding for children's services programs, the Little Hoover Commission initiated a study on the state's provision for children's services. This report, on Phase I of the study, identifies the extent of the problem in 23 findings and provides a plan of action in 15 recommendations for the development of viable solutions. Particular attention is given to neglected and abused children, runaway/homeless youth, and the need for child care services in California. Findings assert that (1) California's system for delivering children's services is in a state of confusion and disarray; (2) the present method of providing children's services results in service level inequities, disproportionate costs of services, wasted resources, and gaps in service delivery; (3) a great number of children desperately needing help are not being served; (4) several types of children's problems are occurring with an ever-greater frequency; and (5) the need for children's services and the demands of providers have dramatically increased due to recent economic and social changes. Appendices provide a list of advisory committee members, a list of state-funded programs providing children's services, and a catalog of state programs serving abused/neglected children, runaway/homeless youth, and children in need of child care services. (RH)

ED 280 622 PS 016 501

Carlson, Charles R.; And Others

Using Propositional Sets to Enhance the Induction of Children's Emotions.

PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Emotional Experience; *Heart Rate; *Preschool Children; Preschool Education; Puppetry; *Social Behavior
IDENTIFIERS- *Generosity; *Happiness

The present study explored the development of intense positive emotion induction procedures through the use of propositional sets. Lang's bio-informational model of mental imagery suggested that by combining stimulus propositions with response propositions in the induction procedure children would experience more powerful emotions than under conditions where only stimulus propositions were employed. A total of 24 children, equally divided by sex, were randomly assigned to one of three experimental conditions: happy stimulus proposition induction (HS); happy stimulus and response proposition induction (HSR), and a neutral stimulus induction (N). The major study finding was that the use of stimulus and response propositions within emotion inductions influences children's subsequent behavior. Children in the HSR condition were more generous than were children in the other two conditions and showed increases in heart rate. Skin temperature increases and observer ratings of emotion were also in the predicted direction but did not reach acceptable levels of significance. Results are discussed in terms of the cognitive processing variables contributing to the formation and maintenance of emotional states in young children. (Author/RH)

ED 280 726 SE 047 889

Courson, Diana
Let's Learn about Colors, Shapes, and Sizes. Preschool-2nd Grade.
REPORT NO.- ISBN-0-86653-348-6
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA793).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Education; *Elementary School Mathematics; *Learning Activities; *Mathematics Instruction; *Number Concepts; Primary Education; Problem Solving; Resource Materials

The focus of this booklet is on matching, recognizing, and identifying colors, shapes, and sizes. Concept development as well as vocabulary learning are goals. A variety of materials are used in the activities. Activities for children from preschool through grade 2 are grouped by topic. (MNS)

ED 280 865 TM 870 192

Athanasou, James A.
Administration and Scoring of the Vocational Interest Survey. Information Paper.
New South Wales Dept. of Industrial Relations and Employment, Darlinghurst (Australia). Human Resources Div.
REPORT NO.- ISBN-0-7305-2084-6
PUB DATE- Oct 86
NOTE- 12p.; For related documents, see TM 970 190-193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Careers; Foreign Countries; High Schools; *Interest Inventories; Measurement Techniques; *Norms; Occupations; *Questionnaires; Rating Scales; Scores; *Scoring; Surveys; *Testing; *Vocational Interests
IDENTIFIERS- Australia (New South Wales); Relative Preference Index; *Vocational Interest Survey

The Vocational Interest Survey (VIS) is a set of six questionnaires for measuring vocational interests. It is designed to be used in career counseling with persons 15 years and over, who want to explore and understand their vocational interests. Completion of this inventory requires: (1) active participation of respondents, (2) a setting where individuals can concentrate, and (3) an understanding of the goal of this assessment. The purpose of this paper is to outline some aspects of the administration and scoring of the VIS, with special emphasis on the relative preference index. The VIS comes with instructions for administering and completing the survey. The reading level for the instructions is estimated to be at year 5/6 level. The VIS is designed to be essentially self-scoring. The procedure for computing raw scores is the same for all scales. Based on a sample of 2,459 men and women, combined-sex norms were developed as percentile ranks for each of the six scales. The Relative Preference Index (RPI) is used to make statements about a client's level of preference on each subscale. The RPI is a variation of a mastery score that shows quantity of preference. It describes the level of performance rather than the relative standing in a group. It is cautioned that any questionnaire should be employed as only one aspect of the vocational guidance process. (JAZ)

Cochran, Moncrieff; Henderson, Charles R., Jr.
Family Matters: Evaluation of the Parental Empowerment Program. A Summary of a Final Report to the National Institute of Education.
Cornell Univ., Ithaca, N.Y.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Feb 86
NOTE- 81p.; For the final report, see ED 262 862. Some figures contain marginally legible print.
CONTRACT- 400-76-0150
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment);

*Child Rearing; Demography; Elementary Education; Elementary School Students; *Home Visits; *Intervention; Mothers; Parent Child Relationship; *Parent Participation; Parent School Relationship; Perception; Program Descriptions; *Program Effectiveness; Program Evaluation; *Social Support Groups
IDENTIFIERS- Ecological Paradigm; New York (Syracuse); *Parent Empowerment; Social Ecology

This report summarizes the final evaluation of the Parental Empowerment Program· an experimental program building on family strengths and local resources which was offered for an average of 24 months to 160 families in 10 Syracuse (New York) neighborhoods. Chapter 1 provides a conceptual overview, a program description, and a methodological summary. Chapter 2 reports effects of the empowerment program on several school outcomes, on home-school communication, and on joint activities of parents and children. Chapter 3 explores additional effects, including the influence of perception of self as parent on parent-child activities, the influence of perceptions on the child's school performance, mother-child activities and performance in school, social networks and perceptions of self as parent, social networks and mother-child activities, personal social networks and school outcomes, parental self-perceptions and home-school communications. Chapter 4 discusses the range and complexity of program impact in terms of the following topics: (1) whether the program affected children by influencing the natural ecologies of their families; (2) whether effects on child behavior can be detected and how they are causally linked; (3) how effects and processes vary for different subgroups; (4) family support as relief from stress; (5) the utility of process variables; (6) social supports as measures of program impact; (7) the reality of the empowerment process; and (8) challenging issues in the relationship between families and formal schooling. (RH)

ED 280 758 SO 017 757

Kronowitz, Ellen

Centering on Japan. Teacher's Guide.

PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; *Cultural Activities; *Cultural Awareness; *Curriculum Guides; Elementary Education; Foreign Countries; *Global Approach; Grade 3; Grade 4; Grade 5; Grade 6; Instructional Materials; Learning Activities; Resource Materials; *Teaching Guides; Teaching Methods

IDENTIFIERS- Japanese Culture

Maintaining that Japan is a strong ally and important trading partner of the United States, this publication contains a guide to teaching about Japan for students in grades three through six. This guide combines the construction of a culture box with integrated learning activities to help students better understand Japanese life. Third-grade students focus on community life in Japan, while sixth-graders focus on Japan as a member of the world community. Various activities are suggested to meet specific objectives, with guidelines provided on the management of the activities and the use and care of materials. (KWL)

Ross, E. Wayne

Preservice Teachers' Responses to Institutional Constraints: The Active Role of the Individual in Teacher Socialization.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Higher Education; *Individual Development; *Peer Influence; *Personal Autonomy; Preservice Teacher Education; *Socialization; *Student Teacher Attitudes

This paper reports selected findings from a study undertaken to investigate the formation and development of preservice teachers' perspectives and the relative roles of institutional constraints and individual actions in that process. Preservice social studies teachers' (N=21) responses to the institutional contexts in which they practice taught were compiled through participant observation and interviews. Lacey's (1977) construct of "social strategy" was used to describe and categorize the nature of individual responses to the institutional socialization pressures. The findings support an interactive model of the teacher socialization process in which the individual plays an active role in the development of a professional perspective. (Author)

Marsh, Herbert W.; Hocevar, Dennis
A New, More Powerful Approach to Multitrait-Multimethod Analyses: An Application of Second-Order Confirmatory Factor Analysis.
PUB DATE- 8 Oct 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; Construct Validity; Correlation; *Error of Measurement; *Factor Analysis; Factor Structure; Goodness of Fit; *Mathematical Models; Measurement Techniques; *Multitrait Multimethod Techniques; Rating Scales; Research Problems; Test Items; *Test Theory

IDENTIFIERS- *Confirmatory Factor Analysis; LISREL Computer Program; Students Evaluation of Educational Quality

The advantages of applying confirmatory factor analysis (CFA) to multitrait-multimethod (MTMM) data are widely recognized. However, because CFA as traditionally applied to MTMM data incorporates single indicators of each scale (i.e., each trait/method combination), important weaknesses are the failure to: (1) correct appropriately for measurement error in scale scores; (2) separate error due to low internal consistency from uniqueness due to weak trait and/or method effects; (3) test whether items or subscales accurately reflect the intended factor structure; and (4) test for correlated uniquenesses. However, when the analysis begins with multiple indicators of each scale (i.e., items or subscales), second-order factor analysis can be used to address each of these problems. In this approach first-order factors defined by multiple items or subscales are posited for each scale, and the method and trait factors are posited as second-order factors. This paper illustrates models that incorporate multiple indicators of each scale. The advantages of their application are discussed. A three-page list of references and the description of the models, mentioned in the text, supplement the paper. (Author/JAZ)

Randhawa, Bikkar S.
Self-Report Measures of Learning Climate/Environment: Some Alternative Validation Strategies.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Classroom Environment; *Cognitive Measurement; Construct Validity; Correlation; Elementary Secondary Education; Foreign Countries; *Measurement Techniques; *Models; *Psychometrics; *Test Theory

IDENTIFIERS- Classroom Environment Scale (Trickett and Moos); Learning Environment Inventory (Anderson et al); My Class Inventory (Anderson)

This paper discusses cognitive and noncognitive variables, and their relationship with each other, in learning and in educational evaluation. The nature of noncognitive learning environment variables is examined. The following instruments that have been widely used in assessing classroom environment are described: (1) the Learning Environment Inventory (LEI); (2) the Classroom Environment Scale; and (3) My Class Inventory. The description lists the instruments, the levels at which these instruments have been and can be used, the number of items in each scale, and the classification of the scales. A model for assessing the validity of the instruments is developed. The psychometric adequacy and the construct validity of the LEI is examined in the context of cognitive and noncognitive variables. It argues that the use and the interpretation of the instruments should be considered in conjunction with contextual constraints such as demographic variables, motivation for use, the individual and group styles for responding, and experience with the instrument. (JAZ)

ED 280 909 UD 025 407

Lah, David; Wolf, Wendy C.
The California Conservation Corps: A Report on Implementation.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Oct 85
NOTE- 99p.; For a related document, see UD 025 409.
AVAILABLE FROM- Public/Private Ventures, 399 Market, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conservation (Environment); Group Experience; *Job Training; Participant Characteristics; Program Costs; Residential Programs; Social Environment; *Work Experience Programs; *Young Adults; *Youth Programs

IDENTIFIERS- *California Conservation Corps; *Consumer Services

The California Conservation Corps (CCC), an amalgam of residential and non-residential centers, was established in 1977. It was designed to accomplish useful work for natural resource agencies and help youth between the ages of 18 and 23 develop a mature work attitude and the ability to function cooperatively as they live and work together. Based on observations made in 1983 and 1984, this report evaluates the CCC and discusses the following: (1) history; (2) staffing and structure; (3) participants; (4) work program; (5) corpsmember development; (6) daily life; (7) costs; (8) reorganization; and (9) long-term issues. A final chapter discusses research conclusions and lessons that can benefit other corps. The program appears to generate a genuine corps spirit among enrollees and staff alike. Its emphasis on intensive supervision, work accomplishment, non-targeted eligibility, and high quality programming have met the CCC's legislative objectives. (PS)

ED 280 693 SE 047 855

Penn, Linda
Young Scientists Explore the Kingdom of Plants. Book 7 Primary Level.
REPORT NO.- ISBN-0-86653-315-X

PUB DATE- 85
NOTE- 41p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA651; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; *Physical Environment; *Plant Growth; Primary Education; Puppetry; *Science Activities; Science Education; Science Instruction; Songs
IDENTIFIERS- *Plants (Botany)

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities focus on plants with an emphasis on pollens and seeds. The first section, entitled "Pollen, Plants and People," consists of songs, art exercises, and instructions for making a puppet. Pollinators are highlighted in the second section through puzzles, a song, an experiment, and a game. The third section is devoted to exercises using seeds. Suggestions for extended activities are included in the teacher/parent guide section. (ML)

ED 280 923 UD 025 428

Simon-McWilliams, Ethel, Comp.; Green, Karen Reed, Ed.
Glimpses into Pacific Lives: Some Outstanding Women (Revised).
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 87
NOTE- 175p.; For previous edition, see ED 270 542.
GRANT- 008401776; 008401784
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- *Achievement; *Community Leaders; Elementary Secondary

Education; *Females; Foreign Countries; *Minority Groups; Role Models
IDENTIFIERS- American Samoa; Federated States of Micronesia; Guam; Hawaii; Marshall Islands; Northern Mariana Islands; *Pacific Islands; Palau (Belau)

This booklet provides brief biographies of women who have made outstanding contributions to the social and economic development of these Pacific islands: American Samoa, the Republic of Belau, the Federated States of Micronesia, Guam, Hawaii, the Marshall islands, and the Northern Mariana Islands. The 66 women profiled include educators, health care providers, political leaders and government officials, lawyers, scientists, and social workers. (KH)

ED 280 937 UD 025 464

Black Initiative and Governmental Responsibility. A Policy Framework for Racial Justice.
Joint Center for Political Studies, Washington, D.C.
REPORT NO.- ISBN-0-941410-61-7
PUB DATE- 87
NOTE- 28p.; Introduction by John Hope Franklin and Eleanor Holmes Norton.
AVAILABLE FROM- Joint Center for Political Studies, 1301 Pennsylvania Ave., N.W., Suite 400, Washington, DC 20004.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Community; Black Culture; Black Power; Blacks; *Change Strategies; *Government Role; Poverty; *Racial Discrimination; *Racial Relations; *Social Change; Social Values

Pervasive and persistent poverty has eroded but not destroyed the strong, deep, value framework that for so long sustained black people. These values--among them, family, education, and hard work--are so deeply held that they remain and can be explicitly tapped today. The black value system, together with the variety of historic and existing self-initiated activities for self-help and advancement can be the basis for a newly energized and expanded effort from within the black community to tackle a new variety of problems. But the disparities would never have arisen at all if official and societal discrimination had not denied blacks earlier access to equality and to opportunity. They can be eradicated only if the government comes to the assistance of a community in crisis. (AA)

ED 280 649 RC 016 161

Skillett, Jack

Partnerships: Building a Model University Program for Service to Kansas Public School Districts.

PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *College School Cooperation; Consortia; *Cooperative Programs; Educational Innovation; *Educational Responsibility; Elementary Secondary Education; Higher Education; Institutional Cooperation; Leadership; Professional Associations; Program Descriptions; *Regional Cooperation; Research; *School Districts; Schools of Education; Staff Development; Workshops
IDENTIFIERS- *Emporia State University KS; Kansas

Partnerships is an Emporia State University program designed to strengthen university relationships with public schools in Kansas. It contains four strategies for offering services needed by public school practitioners: (1) providing leadership, research, and staff development assistance to formal school district consortia in the university's region; (2) sponsoring critical issues updating workshops on new/revised concepts/practices for individual Kansas educators; (3) sponsoring conferences on topics of special interest to both university personnel and state professional associations; and (4) conducting training institutes to prepare school district leaders in curriculum, effective schools, and reading coordination. The program attempts to become a dynamic agent in the total educational community, exercise sensitivity to varying perspectives on educational theory/practice, advocate workable procedures and program models, use effective leadership techniques, and identify and build a network to serve its constituency. Given an appropriate amount of funding and adequate staffing, the Partnerships program can be replicated by any college or university. (LFL)

ED 280 676 SE 047 811

Help Your Child Learn Math.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computation; *Elementary School Mathematics; Estimation (Mathematics); *Learning Activities; *Mathematics Instruction; Measurement; Number Concepts; *Parent Participation; Parent Student Relationship; Primary Education; Problem Solving; *Research Utilization

This brief leaflet for parents states that "the most important thing you can do is to reinforce the mathematics lessons your child receives in school." The helping strategies are designed for use with children in grades one through three, but may also be useful for older children having difficulty in mathematics. Four types of skills children have when they come to school are listed. Three essentials needed to learn mathematics are described: understanding, practice, and seeing patterns. Some characteristics of good problem solvers are also noted. Suggestions for working with a child on counting, estimating and measuring, and correcting mistakes are given. Finally, some do's and don't's are listed. (MNS)

DeBruin, Jerry
Young Scientists Explore an Encyclopedia of Energy Activities. Book 8--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-270-6
PUB DATE- 85
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA655; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Educational Games; Elementary Education; *Elementary School Science; *Energy; *Energy Education; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Physical Sciences; Recycling; *Science Activities; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of energy. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) atomic energy; (2) chemical energy; (3) electrical energy; (4) fossil fuels; (5) heat energy; (6) solar energy; (7) recycling, and (8) personal energy. (ML)

ED 280 727 SE 047 890

Levy, Barbara W.
Math Help for Home and School. Book 1: for Ages 4-6.
REPORT NO.- ISBN-0-86653-240-4
PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA588).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; *Parent Participation; Primary Education; Workbooks

This booklet was designed for use with children aged 4-6 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on counting skills. (MNS)

ED 280 775 SO 018 034

Stephens, James Russel
Methodology in Pre-Collegiate Anthropology: A Secondary School Approach.
PUB DATE- Jan 87
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Anthropology; Case Studies; *Course Content; Curriculum Design; Curriculum Development; Grade 11; Grade 12; Instructional Materials; *Secondary Education; *Secondary School Curriculum; *Social Studies; Teacher Education; Teaching Methods; Teaching Models

Today's young people must cope with a shrinking planet earth; deal with complex human relationships and the dynamics of explosive social and technological change; and function in a world which has few precedents especially in the area of social change. This thesis delineates a practical methodology for teaching high school anthropology based on successful programs with eleventh and twelfth-graders in suburban Miami, Florida. The paper has six primary goals: (1) provide a brief historical outline and its relevance for pre-collegiate courses in anthropology; (2) suggest a rationale for establishing anthropology as a key subject in the secondary school curriculum; (3) offer three plans for senior high school courses and to provide some instructional models; (4) propose a teacher-training course which will provide the necessary basics to begin the instruction; (5) provide a list of resources which may be useful in planning and achieving instructional objectives; and (6) provide a philosophical base from which to implement anthropology in secondary schools. Included are illustrations, tables, appendices, and a bibliography. (KWL)

ED 280 805 SP 028 649

Cooper, Pamela J.
Communication Competencies for Teachers: A CAT Subcommittee Report.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (November 6-9, 1986, Chicago, IL).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Listening Skills; *Teacher Behavior; *Teacher Effectiveness; *Verbal Communication

Competencies recommended by speech communication and educational researchers, as well as communication specialists and teachers of various content areas are identified. Guidelines are presented for teachers, who should demonstrate competencies in sending and receiving messages that: (1) are used to obtain or give information; (2) express or respond to feelings; (3) speculate, theorize, or include fantasy; (4) serve to maintain and facilitate social interaction; and (5) seek to convince. (JD)

ED 280 593 PS 016 435

Health of Children in Day Care: Public Health Profiles.
Kansas State Dept. of Health and Environment, Topeka.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
REPORT NO.- MCJ-203791-01-0
PUB DATE- Dec 86
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; *Community Programs; *Day Care; Early Childhood Education; Profiles; *Public Health; Safety; *State Programs; Training
IDENTIFIERS- Arizona; California (Marin County); Connecticut; Kansas; Kansas (Lawrence); Maryland; Maryland (Baltimore); Massachusetts; Minnesota (Minneapolis); Mississippi; New Hampshire; Texas (Dallas)

Profiles are provided for innovative public health activities that focus on the health of children in day care. All are considered to be models worthy of replication. Profiles depict (1) child care in Arizona; (2) child day care licensing in Connecticut; (3) safeguarding children in day care in Kansas; (4) paired state and local inspection in Maryland; (5) the Massachusetts Preschool Health Program; (6) developing and implementing licensing regulations for Mississippi; (7) centralized licensing in public health services in New Hampshire; (8) training of day care center personnel to perform health screenings in Baltimore; (9) building partnerships between health care providers and other professionals in Dallas; (10) an integrative approach to child care licensing by a city-county health department in Lawrence, Kansas; (11) child care and public health in Marin County, California; (12) meeting the health needs of children attending day care in Minneapolis; and (13) communicable disease management and first aid/accident prevention training for day care sites in Seattle. Comments are provided on the profiles, as well as suggestions for future activities, annotated citations of supplementary material submitted by profile authors, summaries of 23 states' responses to questions about current public health activities, and mini-profiles of the health activities of 18 states. (RH)

ED 280 608 PS 016 459

Anderson, Sarah; Fulton, Arlene
Children under Stress.
PUB DATE- 6 Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Oklahoma Home Economics Association (Chickasha, OK, March 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Children; *Coping; Ecology; Elementary Secondary Education; *Intervention; Preschool Education; *Psychological Patterns; *Stress Variables; *Teacher Role

Pointing out that stresses that children must deal with have increased in recent years while their sources of adult support have decreased, this paper defines stress, indicates sources of stress, describes coping patterns, lists signs of stress in children, and describes helping strategies through which adults, and teachers particularly, can support children experiencing stressful conditions. Three types of stress are defined: (1) tensions arising from frustration; (2) pressure to develop; and (3) the experience of traumatic events. From an ecological perspective, sources of stress in the micro-, exo-, and macro-systems impinging on children are identified to provide an image of the complexity of stress. To avoid stress, children take typical evasive actions; these are listed along with ways children devise to face and handle stressful events. Thirty-one signs that children are experiencing high levels of stress are listed. In conclusion, teachers are advised that they can help stressed children by removing at least one stressor, by demonstrating how coping strategies can be transferred to other life situations, by teaching new coping strategies, and by teaching children to identify and face stress. (RH)

ED 280 636 RC 016 106

Fleury, Stephen C.; Mallan, John T.
Proposal: Rural Policy Studies Skills.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Development; *Community Study; High School Seniors; Inquiry; Inservice Teacher Education; *Local Issues; Logical Thinking; Political Issues; Program Proposals; *Public Education; *Public Policy; *Rural Development; Rural Education; Secondary Education; Skill Development; *Training Methods
IDENTIFIERS- New York; Policy Analysis; *Policy Research

A proposed project would develop a rural policy studies program for high school seniors in northern New York State. The program would deal with value positions as they pertain to the improvement of social conditions, use a variety of sources and kinds of knowledge, emphasize development and use of thinking skills, and concentrate on how knowledge is dealt with in a democracy. Study topics would be drawn from local rural economic and social issues such as labor market fluctuations, changes in national dairy policies, Native American business impact, shutdown of industrial plants, and the chronically rural poor. Program implementation would include training 10-15 area social studies teachers in policy studies through doing policy research. Next, these same teachers would develop and teach a course involving high school seniors in doing rural policy research. Inservice training would be offered to help teachers develop strategies and materials for learning to do logical and statistical analysis on rural issues. Student research results could be useful in rural community development efforts. The proposal points out ways in which a policy studies program differs from other academic areas in schools and emphasizes beneficial short- and long-term effects of merging policy studies techniques, public education, and rural community development. (LFL)

ED 280 663 RC 016 178

Green, Donald E.
Rural Education in India: Unity Through Diversity.
PUB DATE- 12 Mar 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Asian History; Asian Studies; Cultural Background; Demography; *Developing Nations; Development; Economics; *Educational Change; Educational Improvement; Educational Needs; Foreign Countries; Geography; *Indians; *Philosophy; *Rural Education; *Rural Environment
IDENTIFIERS- *India

A discussion of rural education in India presents an overview of the subcontinent's geography, history, philosophy, economy, rural environment, and population and relates these factors to problems and changes in rural educational practices and conditions. The paper points out increases in school and college enrollment, education of more females, resistance to educational innovation, beginnings of an emphasis on teaching of manual skills and technical subjects, and the need for rigorous overhauling of the educational system necessary to meet needs of industrialization. Problems facing rural education are emphasized, including lack of educational relevance to everyday life, distance to schools, lack of vocational education, and a "brain drain" resulting from educational emphasis on producing intellectuals rather than intelligent technicians, businessmen, scientists, and political leaders. Efforts to industrialize in order to keep pace with urbanization and other models of modernization and political implications for future development are discussed. (LFL)

ED 280 744 SE 047 908

Micallef, Mary
Floods & Droughts. The Natural Disaster Series. Grades 4-8.
REPORT NO.- ISBN-0-86653-323-0
PUB DATE- 85
NOTE- 52p.; For other documents in this series see SE 047 906-909. Black and white illustrations.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95 GA632; set of 4 titles $19.80 GA1107).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Science; Glossaries; *Natural Disasters; Process Education; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Units of Study; *Water Resources; Weather
IDENTIFIERS- *Drought; *Floods

Each year more lives are lost due to floods than due to the next 18 natural disasters put together. The element of human choice makes the study of floods and droughts an opportunity for decision making experiences for students. This document contains information and activities designed to be used in correlation with a science unit or as a supplement to an elementary science curriculum. The lessons are arranged sequentially, but activities can be extended or omitted according to student interests and abilities. Questions are included that require students to: (1) look for cause and effect; (2) make predictions based on information in the reading selections; and (3) to draw conclusions supported by the evidence presented. Extension sections are included to challenge students to pursue topics and free informational material according to their interests, talents, and capabilities. A glossary and an answer key

for the activities are included. (TW)

ED 280 759 SO 017 886

Yeaton, Connie S.; Braeckel, Karen Trusty
A Salute To Our Constitution and The Bill of Rights: 200 Years of American Freedom. Grades 1-3.
Indianapolis Newspapers, Inc., IN.
PUB DATE- 86
NOTE- 80p.; For a companion volume for grades 4-6, see ED 278 601.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Classroom Techniques; *Constitutional History; Course Content; Grade 1; Grade 2; Grade 3; *History Instruction; Instructional Materials; Learning Activities; Lesson Plans; Primary Education; Resource Materials; Teaching Guides; Teaching Methods; United States Government (Course); *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

Designed to meet the need for suitable materials for teaching the Constitution and the Bill of Rights to young children, this publication offers model lessons and teaching methods and includes specific classroom activities. In the book's first section, model lessons demonstrating the use of the newspaper to study the Constitution in grades one through three are presented. Step-by-step procedures and questions are included to show how a specific part of the newspaper is used in a lesson. The second section offers sample lessons that take children on a journey, beginning with their present day experience, back to the time when the Constitution was written. Numerous activities are suggested. A wide variety of materials and instructional techniques are illustrated and 11 appendixes containing a summary of the Constitution, a glossary, a bibliography, additional information and various supplementary activities are included. (KWL)

ED 280 790 SO 018 072

Ediger, Marlow
The Holdeman Mennonites in Society.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; Clothing; *Cultural Differences; *Cultural Traits; Minority Groups; Philosophy; *Religion; *Religious Cultural Groups; Social Values; *Subcultures; Work Attitudes
IDENTIFIERS- *Mennonites

The Holdeman Mennonites live in many states of the United States, and in Canada. They represent a unique culture with definite beliefs and philosophies. The physical appearance of the Holdeman Mennonites readily identifies who they are. Too frequently, outside viewers feel that the Old Order Amish with their horse drawn carriages, horse drawn farm machinery, and unique dress represent a Mennonite philosophy. The Holdeman Mennonites differ much in their thinking from the Old Order Amish. A discussion of the differences covering the areas of physical appearance and dress, religious services, the world of work, the home setting, and philosophy of life is presented. (BZ)

ED 280 821 SP 028 703

Hayes, Cheryl D., Ed.
Risking the Future. Adolescent Sexuality, Pregnancy, and Childbearing. Volume I.
National Academy of Sciences - National Research Council, Washington, D.C.
REPORT NO.- ISBN-0-309-03698-4
PUB DATE- 87
NOTE- 337p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abortions; *Adolescents; Contraception; Economic Factors; *Pregnancy; *Pregnant Students; Secondary Education; *Sex Education; *Sexuality; *Student Attitudes

This book examines in detail the complex, controversial problem of teenage pregnancy in the United States. Compiled by a panel of distinguished experts, it is a comprehensive review of data on such issues as sex education in the schools, contraception, abortion, adoption, prenatal and pediatric care, child support enforcement, and Aid to Families with Dependent Children. It gives an in-depth review of the trends and consequences of teenage sexuality and fertility behavior and delineates areas in which further research is urgently needed. Recommendations are made, motivated by three goals: (1) to prevent pregnancy among teenagers, especially those who are still of school age; (2) to ensure that alternatives to childbearing and parenthood are available to teenagers who become pregnant; and (3) to promote better social, economic, and health outcomes for teenage parents and their children. (JD)

ED 280 837 SP 028 766

Butler, E. Dean
Mentor Perceptions of Mentoring and Internships in MAT and Lyndhurst Programs--Cycle I.
Memphis State Univ., TN. Center of Excellence in Teacher Education.
PUB DATE- 24 Nov 86
NOTE- 69p.; For related documents, see SP 028 767-768.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Internship Programs; *Masters Degrees; *Mentors; Participant Satisfaction; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Program Length; *Student Teaching; Teacher Attitudes; Teaching Experience
IDENTIFIERS- *Extended Degree Programs; Lyndhurst Fellowship Program

This study collected and analyzed data appropriate for documenting the implementation of two programs in teacher education at Memphis State University--the Master of Arts in Teaching (MAT) program, and the Lyndhurst Fellowships, a one-year program for certifying teachers for secondary schools. Qualitative data were obtained through semi-structured interviews with mentors serving in the two programs, and from a questionnaire designed to yield both quantitative and qualitative data. Both classroom teachers and university faculty functioned as mentors for student teacher interns in the MAT program, and for interns preparing for secondary certification in the Lyndhurst program. Descriptions are given of the characteristics, responsibilities, and activities of classroom and pedagogical mentors in both programs. Their perceptions of the effectiveness of their efforts, the problems they faced, and their relationships with the interns they worked with are described and interpreted in the light of the inherent strengths and weaknesses of the programs. Mentor ratings of each program are presented, and the findings are analyzed. Tables display comparative data from the responses of mentors in each program to questions on the mentor's role, perceptions of the internships, mentoring activities, and personal characteristics of classroom and pedagogical mentors. (JD)

ED 280 852 TM 870 152

Paden, Patricia A.

The Potential Dual Effect of Context Effects and Score Level Effects on the Assignment of Scores to Essays.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-36
PUB DATE- Oct 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Essay Tests; *Holistic Evaluation; *Interrater Reliability; Mathematical Models; *Scoring; *Test Bias; Testing Problems; Test Reliability; *Writing Evaluation
IDENTIFIERS- *Context Effect

Two factors which may affect the ratings assigned to an essay test are investigated: (1) context effects; and (2) score level effects. Context effects exist in essay scoring if an essay is rated higher when preceded by poor quality essays than when preceded by high quality essays. A score level effect is defined as a change in the score (value) assigned to the second reading of an essay when compared to the first reading, where the change is a function of the range in which a score may increase or decrease. The potential dual effect of both these factors is theorized in a formula called the essay score change. Examples of the possible utility of this index are outlined. Tentative hypotheses for investigating and interpreting possible essay score change in light of potential dual effects of context and score level are discussed. (Author/GDC)

ED 280 866 TM 870 193

Athanasou, James A.
Interpretation of the Results from the Vocational Interest Survey. Information Paper. Draft .
New South Wales Dept. of Industrial Relations and Employment, Darlinghurst (Australia). Human Resources Div.
REPORT NO.- ISBN-0-7305-2092-7
PUB DATE- Oct 86
NOTE- 39p.; For related documents, see TM 870 190-192.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Careers; *Foreign Countries; High Schools; *Interest Inventories; Occupations; Profiles; *Questionnaires; Rating Scales; *Test Interpretation; Test Reliability; *Vocational Interests
IDENTIFIERS- Australia (New South Wales); *Vocational Interest Survey

The user of the Vocational Interest Survey (VIS) has available a number of interpretative approaches at various descriptive and qualitative levels. This report provides a brief outline of the various approaches. Whenever all six scales of the VIS are administered, the client's total score on all six scales should be within the average range. The average total score is 54. Fifty percent of all clients range from 26 to 72. The clients' highest scores determine their resemblance to one of the six vocational types. People who resemble many vocational types are labeled as undifferentiated or poorly defined; the average level of differentiation in a sample of 206 high school students was 58. The level of consistency refers to the compatibility between a person's highest interests. Compatibility is measured by the distance between the vocational types of interest on a hexagonal typology of interests described by Holland. The hexagonal model may also be used to obtain four degrees of person-occupation congruency. Results from the VIS can be used to search for occupations which are compatible with interests. A copy of the interest profile and list of careers in each vocational category is attached. (JAZ)

ED 280 924 UD 025 429

A Multicultural Early Childhood Resource Guide (Revised).
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.
PUB DATE- Jan 87
NOTE- 48p.; Photographs may not reproduce clearly. For previous edition, see ED 238 512.
AVAILABLE FROM- New York State Education Dept., Division of Civil Rights and Intercultural Relations, Room 471 EBA-Washington Ave., Albany, NY 12234 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Classroom Environment; *Cultural Activities; *Cultural Pluralism; *Early Childhood Education; Evaluation Methods; *Learning Activities; *Multicultural Education; Nonverbal Communication; Parent Participation; Self Concept; Student Characteristics

This revised guide provides a resource of ideas and activities to help introduce the young child to multicultural education. While the chief aim of the guide is to provide teaching strategies, it is also designed to give teachers, who are not experts in this field, certain basic information and update their awareness of current developments in the area of early childhood education. The guide offers ideas that explore such concepts as self-esteem, similarities and differences, and cultural pluralism. The main areas of concentration include: (1) multiculturalism in children; (2) preparing early childhood educators; (3) educational practices and materials; (4) parental involvement; and (5) multicultural activities. Selected references, sources of additional published materials, and information resources are included at the end of the guide. (PS)

ED 280 578 PS 016 402

I Can Do It! A Chapter 53 Screening Resource for Early Childhood Teachers.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-629-6
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Office of Curriculum Development and Support,

Curriculum Production Unit, Room 613, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Speech); Cognitive Development; Early Childhood Education; *Elementary School Curriculum; *Individual Development; *Individualized Instruction; Language Acquisition; *Learning Activities; Motor Development; *Screening Tests; Test Results; Test Use
IDENTIFIERS- New York City Board of Education

Focusing on areas of development related to Chapter 53 screening, this manual is designed to assist New York City teachers in using the screening results to support optimal development for the children in their classes. Chapter 53 of the Laws of 1980 provides for the screening of all new entrants into the school system, usually in kindergarten or first grade. The manual includes (1) descriptions of skills measured by the screening process; (2) examples of classroom activities that foster skills development and enhancement; and (3) illustrations of the integration of skills development in curriculum areas. Within the five skill areas covered (gross and fine motor development, cognition, receptive and expressive language, and articulation), interdisciplinary activities and/or activities appropriate to specific subject areas are suggested. (RH)

ED 280 623 RC 015 199

Computer Link Offering Variable Educational Records (Project CLOVER). A National Diffusion Network Developer/Demonstrator Project.

Arkansas State Dept. of Education, Little Rock.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 84
NOTE- 25p.; Some pages may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Educational Cooperation; Eligibility; Information Dissemination; Information Networks; *Information Systems; Institutional Cooperation; Migrant Children; *Migrant Education; Migrant Programs; Program Descriptions; *School Role; *Student Records
IDENTIFIERS- *Migrant Student Record Transfer System; National Diffusion Network Programs; *Project CLOVER

Project CLOVER (Computerized Link Offering Variable Educational Records) is a demonstration project designed to increase use of the Migrant Student Record Transfer System (MSRTS). Project CLOVER (1) helps to ensure that schools attended by migrant students have the capability to receive and transmit academic and medical information on students; (2) informs schools and other educational and health organizations serving migrant students about the benefits of the MSRTS computer system; (3) trains appropriate school/agency personnel; (4) provides follow-up assistance and monitoring of areas utilizing the system; (5) conducts evaluations of system use and training; and (6) provides computer services, as negotiated. The booklet outlines responsibilities of MSRTS/CLOVER and explains eligibility for the project and responsibilities of project users. It discusses the four elements of the MSRTS process--enrollment, withdrawal, updating, and inquiry; issues of personnel selection; and training procedures. The booklet explains content and use of Migrant Student Health Records and the Migrant Student Education Records contained on MSRTS/CLOVER and presents samples from the MSRTS Academic Skills Booklets used to code student skills. The use of codes for the medical and educational records is explained. Samples of the Migrant Student Educational Record, Migrant Student Health Record, and Health Data Entry Form are included. (LFL)

ED 280 677   SE 047 814

Fishman, Joseph
Liquefied Natural Gas: A Potential for an Abundant Energy Supply or a Potential for Danger.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 85
NOTE- 48p.; Drawings and photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Energy; Environmental Education; *Fuels; Higher Education; Instructional Materials; Interdisciplinary Approach; *Mathematical Applications; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Sets; Problem Solving; Resource Materials; Secondary Education; *Units of Study

This unit was designed to develop mathematical applications in relation to a community resource issue. It should both motivate mathematics learning and provide meaningful problems for reinforcing understanding of mathematics content and skills, including ratios and percentages, linear equations, exponential functions, graphing, and the reading and interpretation of graphs and tables. A discussion section is intended to give the teacher a good understanding of the issues, present available important data, and elicit mathematics problems. The mathematics is introduced implicitly with diagrams, tables, and graphs embodied in the discussion. The second section contains real-life mathematics problems involving natural gas. Appendices present equivalent measures, additional information on pricing gas, and problem solutions. (MNS)

ED 280 694 SE 047 856

Penn, Linda
Young Scientists Explore Dinosaurs. Book 8 Primary Level.
REPORT NO.- ISBN-0-86653-313-3
PUB DATE- 85
NOTE- 47p.; Illustrated by Karan Kaspar. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA652; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; Puppetry; *Science Activities; Science Education; Science Instruction; Songs
IDENTIFIERS- *Dinosaurs; *Reptiles

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. Activities that focus on the dinosaur are organized into five sections. These include: (1) "Dinosaur Facts/Then and Now" (exploring bird and reptile characteristics); (2) "Dinosaur Eggs/Facts and Fun" (containing experiments, a song, and an art activity); (3) "The Dinosaur Dentist" (examining the two major classes of dinosaurs by their teeth); (4) "Prehistoric Plant Detective" (including activities that help students to discover dinosaur food in the form of plants and trees that exist today); and (5) "Final Features" (providing a pattern and instructions for a dinosaur puppet). The teacher/parent guide section contains directives for assembling a dinosaur egg-puppet carrying case and also identifies sources for additional dinosaur activities. (ML)

ED 280 711 SE 047 873

DeBruin, Jerry
Young Scientists Explore the World of Water. Book 9--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-288-9
PUB DATE- 85
NOTE- 35p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA656; $47.40 for set of 12 titles GA1105).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary Education; *Elementary School Science; Human Body; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Oceanography; *Physical Environment; *Science Activities; Science Education; Science Instruction; *Water; Water Resources

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of water. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) the ocean's depth; (2) flow of water in an urban system; (3) water cycle; (4) water conservation; (5) water sports; (6) molecular structure of water; and (7) water/blood in the human body. (ML)

ED 280 728 SE 047 891

Levy, Barbara W.
Math Help for Home and School. Book 2: for Ages 5-7.
REPORT NO.- ISBN-0-86653-241-2
PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA587).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; *Parent Participation; Primary Education; Workbooks

This booklet was designed for use with children aged 5-7 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on basic facts of addition and subtraction. (MNS)

Health Projections in Europe. Methods and Applications.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1036-3
PUB DATE- 86
NOTE- 306p.
AVAILABLE FROM- WHO Publications Center, 49 Sheridan Ave., Albany, NY 12210 ($15.60).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Delivery Systems; Economic Factors; Foreign Countries; Health Conditions; *Health Needs; *Long Range Planning; *Needs Assessment; Policy Formation; *Prediction; Public Health; Resource Allocation; *Trend Analysis

The planning of health care systems is currently being carried out under conditions of uncertainty and economic constraint in Europe, and full integration of health projections into the decision making and planning processes at the highest levels is therefore essential. A study of work on projections of the future health situation in Europe was initiated in 1980. The study identified the methods that existed in the countries of the European Region and other similar countries for the projection of health problems. The bringing together of this collection of studies of projection methods and their application in health planning is an important step in stimulating the further use of health projections as an integral component of the health planning and decision making process. It is only by the much wider application of such methods that experience with these relatively new planning tools can be accumulated, and the true potential of these methods as a fundamental aid in health planning realized. (JD)

ED 280 881 TM 870 211

Edwards, James G.
Burnout in College Seniors Preparing for the Human Services Professions.
PUB DATE- 13 Nov 86
NOTE- 6p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina Del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; *Attitude Measures; *Burnout; *College Seniors; *Construct Validity; Engineering Education; Higher Education; *Human Services; Majors (Students); *Student Alienation
IDENTIFIERS- *Maslach Burnout Inventory

The Maslach Burnout Inventory (MBI) was used to assess the level and intensity of burnout in 165 California State University at Long Beach college seniors preparing for the human services professions, specifically teaching, nursing, criminal justice, and social welfare. A comparison group of 80 engineering seniors was also assessed. The 40-item questionnaire contained a modified version of the MBI a seven-item college-oriented burnout questionnaire, and demographic items. Frequency and intensity scores were derived for three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The following results were noted: (1) Burnout is a valid construct for college students, although it exists to a lesser extent than it does in the working professional. (2) Human services college seniors experience burnout similar to their professional counterparts on the emotional exhaustion and personal accomplishment subscales of the MBI. (3) Depersonalization is not a factor for college seniors. (4) Burnout occurs equally in engineering and human services students. (5) Human services majors are more altruistic and people-oriented than seniors with other majors. (6) High burnout predicts negative attitudes toward school, perception of less value in accomplishments, and less dedication to school. It does not predict lower levels of participation with others in school. This study represents the first application of the modified form of the MBI for college seniors. Further studies need to be completed before generalizations can be made to a larger population. (GDC)

ED 280 895 TM 870 227

Linacre, John M.
A Computer Program for Adaptive Testing by Microcomputer.
PUB DATE- Apr 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Difficulty Level; *Individual Testing; Item Analysis; Item Banks; *Latent Trait Theory; Microcomputers; Multiple Choice Tests; *Programing; *Test Format; Test Items; Test Results
IDENTIFIERS- *BASIC Programing Language; Rasch Model

This paper describes a computer program in Microsoft BASIC which selects and administers test items from a small item bank. The level of the difficulty of the item selected depends on the test taker's previous response. This adaptive system is based on the Rasch model. The Rasch model uses a unit of measurement based on the logarithm of the possibilities of correctly answering a particular question. The approach used in this program is based on the developments of Rasch theory by Benjamin Wright. In this program, the questions to be asked are typed into a file. EAch question has an identifying number, the text of the question, the five possible choices, the number of the correct answer, and a preliminary estimate of the question's difficulty. Details of each test session are on another file. This file includes the name and estimated ability of the test taker, each question asked, and the responses. Through the program, the computer counts the number of correct answers and gives a numerical estimate of examinee's ability. A BASIC listing of the program to administer and score a test and six figures illustrating various operations of this computer adaptive testing process follow the study. (JAZ)

ED 280 910 UD 025 409

Leiderman, Sally; Lah, David
The California Conservation Corps: Assessing the Dollar Value of Its Work.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Oct 85
NOTE- 84p.; For a related document, see UD 025 407.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Services; Conservation (Environment); *Evaluation Methods; Group Experience; *Input Output Analysis; *Job Training; *Program Costs; Work Experience Programs; Young Adults; Youth Programs
IDENTIFIERS- *California Conservation Corps; *Cost Accounting; Environmental Economics

The California Conservation Corps (CCC), comprised of both residential and non-residential centers, was established in 1977 to conduct useful conservation work and provide youth between the ages of 18 and 23 with valuable work experience. This report uses data from 1983 and 1984 to assess the value of the work done by the CCC. It contains the following information: (1) a description of the CCC's projects; (2) an explanation of methods used for valuing work, with a discussion of the strengths and weaknesses of each; (3) the results of five different estimates of the value of CCC work, value/cost ratios, and an interpretation of findings; (4) conclusions and recommendations; and (5) a technical appendix describing the development of the willingness-to-pay estimate, derived from the environmental economics approach to valuing work, with a discussion of that approach. Findings of the five attempts to value the CCC's work were inconsistent, even when similar approaches were used. Estimates of the value of the CCC's work for the past several years ranged from approximately $16 million to $308 million. Value/cost ratios ranged from 0.60 to 7.0. The findings are controversial because: (1) none of the analyses is of the methodological or theoretical quality from which the evaluating agency would ordinarily draw firm conclusions; and (2) findings value the work much higher than that of other similar projects. (PS)

ED 280 938 UD 025 588

Schools That Work: Educating Disadvantaged Children. What Works Series.

Department of Education, Washington, DC.

PUB DATE- 87

NOTE- 90p.; Introduction by William J. Bennett, Secretary of Education. For other documents in the "What Works" series, see ED 263 299 and ED 270 715.

AVAILABLE FROM- Schools That Work, Pueblo, CO 81009 (free).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Community Involvement; Compensatory Education; *Disadvantaged; Educational Attainment; *Educational Improvement; Elementary Secondary Education; Government School Relationship; Minority Group Children; Models; Parent Participation; *Poverty; Values Education

IDENTIFIERS- *Excellence in Education

An ever-expanding body of social science research indicates that school is the single best avenue out of poverty, and educational achievement is now the most accurate predictor of a person's future economic success. Therefore, to help school districts, schools, parents, and community leaders improve the education of disadvantaged children, a wide range of school improvement recommendations is presented, most requiring little additional expenditure; and profiles of 23 effective schools (both public and private) and school programs around the country serving children in poverty are described for possible replication. Also included is demographic information on poor and minority children, and projections on their lifetime earnings based on their educational attainment. The objective of the "What Works" series is to provide the most useful, reliable, practical and research-supported information on what works in educating children. Among the recommendations made here concerning effective methods for improving education for disadvantaged children are the following: (1) schools must create an environment for achievement, provide disadvantaged students with early intervention and programs tailored to their needs, enlist parent participation, and ensure students have English proficiency; (2) parents and the community must instill in children the values they need to progress in school and life, monitor their educational progress, and invest especially in the education of the disadvantaged; and (3) local, State, and Federal governments must enact reforms to help disadvantaged students, support and encourage local programs for them, assess the results of these programs and hold school officials accountable. An extensive bibliography of 150 references is appended. (WS)

ED 280 609 PS 016 461

Aylward, Glen P.; And Others
To Correct or Not to Correct: Age Adjustment for Prematurity.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Chronological Age; *Premature Infants; *Research Methodology
IDENTIFIERS- *Age Adjustment; *Conceptional Age

To evaluate whether conceptional or chronologic age should be used to determine scores in developmental follow-up studies, a study was made of 236 normal and 66 neurologically abnormal infants who were similar with respect to conceptional age but different with respect to degree of prematurity. Assessments of possible differences in cognitive and motor performance were made with the Bayley Scales of Infant Development and a neurological examination, which were administered to all babies at 9 and 18 months conceptional age. Infants were divided into four age groups to reflect differing degrees of prematurity: gestational age less than or equal to 32 weeks, 33 to 34 weeks, 35 to 36 weeks, and equal to or greater than 37 weeks. Cognitive and motor raw scores did not differ significantly across the prematurity groups for either neurologically normal or abnormal infants at 9 and 18 months conceptional age, despite differing chronologic ages. Compromised developmental function was detected as indicated by differences between neurologically normal and abnormal babies, especially in the more premature groups. It is concluded that the use of conceptional age as opposed to chronologic age at 9 and 18 months adjusts for "catch-up" due to prematurity, but does not appear to "cover-up" dysfunction. (Author/RH)

ED 280 650 RC 016 162

Toro, Leonor; And Others
Brazil = Brasil. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 85
NOTE- 108p.; For other items in the quarterly "America-Las Americas" series, see RC 016 163-168, ED 258 744 and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; Biographies; *Cultural Background; *Cultural Education; Economic Factors; Elementary Education; Females; Foreign Countries; Geography; Language Arts; *Latin American Culture; *Latin American History; Leaders; Learning Activities; *Migrant Education; *Social Studies; Units of Study
IDENTIFIERS- *Brazil; Recipes (Food); South America

Written for teachers to use with migrant children in elementary grades, this bilingual English/Spanish social studies resource booklet provides an encyclopedia-style overview of Brazil's history, geography, economy, and culture. Topics include Brazil's form of government; geographic regions; holidays; climate; people; music; carnaval celebration; agriculture; mining; industry; transportation; communications; Portuguese women; and the piranha and anaconda, inhabitants of the Amazon Basin and River. Separate sections profile Emperors Dom Pedro I and II, author Joaquim Maria Machado de Assis, and the mysterious Zumbi, ruler of Palmares. Consisting mainly of narrative text, the booklet includes maps, illustrations, recipes, quizzes, fact sheets, word searches and other activity pages, useful Portuguese words and phrases, and a 12-item bibliography. (NEC)

ED 280 664 RC 016 181

American Indians Today: Answers to Your Questions.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- 86
NOTE- 28p.; For related document, see ED 114 218.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian Reservations; *American Indians; Bibliographies; Definitions; Demography; *Federal Indian Relationship; Health Services; *Information Sources; Land Use; Laws; *Legal Responsibility; Policy; Tribes; Trust Responsibility (Government)
IDENTIFIERS- *Bureau of Indian Affairs

This booklet attempts to answer briefly the most common questions about American Indians asked by students, people who believe they have Indian ancestors, individuals who want to visit or volunteer to work on a reservation, or those who want to know the current Indian policy. Separate sections outline President Reagan's American Indian policy; current federal appropriations for Indian affairs; statistics about the 1,418,195 American Indians, Eskimos, and Aleuts from about 504 federally recognized tribes who occupy about 300 federal Indian reservations and 53 million acres of trust lands; programs and responsibilities of the Bureau of Indian Affairs; and demographic information on Indian birth rates, infant death rates, life expectancy, causes of death, and suicide rates. A section of questions and answers defines/describes what an Indian is, what a tribe is, how Indians become tribal members, what an Indian reservation is, the number of Indian languages, military service of Indians, relationship to the federal government, citizenship and voting rights, legal rights and obligations, treaty relationships, and tribal governments. Among additional information sources presented are a selected 61-item bibliography, 5 sources of Indian photographs, a list of Bureau of Indian Affairs Area Offices, and a list of 14 national Indian organizations. (NEC)

ED 280 760 SO 017 890

Bennett, William J.

Moral Literacy and the Formation of Character.

Department of Education, Washington, DC.
PUB DATE- Oct 86
NOTE- 18p.; Address given to the Harvard Club (New York, NY, October 30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Content; *Curriculum; Curriculum Design; Curriculum Guides; *Elementary Secondary Education; *Moral Development; Resource Materials; Teacher Influence; Teaching Methods; *Values Education

The "teaching of values" should be relabeled as an effort to help form the character of young people and to aid them in achieving moral literacy. There is a general consensus regarding helping children develop reliable standards of right and wrong to guide them through life. In order that children develop appropriate character traits, it is important they be able to identify both the form and content of these traits. Teachers and principals should be willing to articulate ideals and convictions to students, and to state not only the difference between right and wrong, but also make an effort to live that difference as role models for students. A wide choice of materials is available for infusion throughout the K-12 curriculum. (KWL)

Schroeder, Karsten
Old People in the Industrial Society: Social Net and Self-Aid.
Special Report. Sozial-Report.
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-10-86-(e)
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Foreign Countries; *Gerontology; Health; *Older Adults; *Quality of Life; Retirement; *Social Problems
IDENTIFIERS- *West Germany

In the last two decades, problems associated with aging have caused increased public concern. As a result of recent research in the Federal Republic of Germany, the science of gerontology has revealed new information about the living conditions and living standards of the elderly. The image of older people is still a negative one and passing retirement age is widely regarded as being discarded from life. It is also assumed that older people's physical and mental health decline and they lose interest in their environment. However scientists, politicians, and social institutions have been successfully disproving these negative images. Aging is not synonymous with illness, helplessness, and a decline in physical and mental health. Instead, problems of older people are less physical than social. Leaving a meaningful career for the inactivity and isolation of retirement frequently leads to housing, sickness, social, and material problems. Further research is planned to discover how older people are coping with these problems in the Federal Republic of Germany. (APG)

DeKock, Anita, Ed.

U.S. Policy and Radical Regimes: Report of a Vantage Conference (Berkeley Springs, West Virginia, September 25-27, 1986).

SPONS. AGENCY- Stanley Foundation, Muscatine, Iowa.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoritarianism; Conflict; *Developing Nations; *Diplomatic History; Dissent; Foreign Countries; *Foreign Policy; *International Relations; *Revolution; *Self Determination; Totalitarianism; Violence; War; *World Affairs
IDENTIFIERS- Algeria; Angola; China; Cuba; Iran; Libya; Mozambique; Nicaragua; United States; Zimbabwe

The United States policy of branding governments--especially those in developing nations--as "good guys" or "bad guys" has been costly. The price has been paid in lost lives, confrontations with the Soviet Union, loss of diplomatic flexibility, and domestic political stresses. It seems an opportune time, now that the United States is moving toward a more confrontational foreign policy, to examine past practices and policies toward radical regimes and, if possible, develop a strategy to deal with radical regimes. The following comparative case study discussions are also included: Cuba and China; Libya and Algeria, Mossadeq and Khomeini, Nicaragua and Zimbabwe, and Angola and Mozambique. A number of suggestions emerged from the conference; most of these touched upon United States political culture. All participants agreed that the "task-force mentality"--the tendency to view events from a short-term perspective and to expect results overnight--must be adjusted. The group also agreed that not enough attention has been paid to the situations and priorities of the regimes labelled as radical. (BZ)

ED 280 822 SP 028 705

Organisation of Prevention in Primary Health Care.
Council of Europe, Strasbourg (France).
REPORT NO.- ISBN-92-871-0834-X
PUB DATE- 86
NOTE- 89p.
AVAILABLE FROM- Manhattan Publishing Company, 80 Brook St., P.O. Box 650, Croton, NY 10520 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Health Services; *Cost Effectiveness; Foreign Countries; Government Role; Health Education; Immunization Programs; Long Range Planning; Mass Media; *Preventive Medicine; *Primary Health Care; Sanitation

This report examines the possiblities of increasing the amount of preventive work being carried out by primary care workers in European communities. Before making practical recommendations about promoting prevention, an analysis is presented of the main present day problems. These center on the environment (not only physical but also social and economic), lifestyles, and deficiencies in the medical services with insufficient resources for preventive activity. Under consideration are the potentially adverse effects of pollution, poor housing, poverty, unemployment, and the breakdown in family life. The adverse effects of excessive smoking and drinking, obesity, inappropriate diet, lack of physical exercise, and drug consumption are also documented. Discussion of primary health care problems focuses upon four factors affecting health and health services: (1) the physical, social and economic environment; (2) the importance of prevention; (3) accessiblity of health care for communities or districts; and (4) the cost effectiveness of primary care programs. The importance of education is emphasized and the role of the mass media and the state and local government is discussed. (JD)

ED 280 853 TM 870 164

Chelimsky, Eleanor
What Have We Learned a bout the Politics of Program Evaluation?
PUB DATE- Oct 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, KS, October 21-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Research; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Evaluators; Federal Government; Models; *Policy Formation; *Politics; Politics of Education; *Program Evaluation; Research Design

The politics of program evaluation are discussed from the personal perspective of the Director of the General Accounting Office's Program Evaluation and Methodology Division, which has produced reports for committees of the United States Congress. It is concluded that successful evaluations must be useful to others and must understand the political system in which evaluation operates. The political system encompasses not only executive policymakers, but also the legislative (and, perhaps, in the future, the judicial) branch, and their interactions. Evaluation planners should understand that the policy question must be of interest to the user and that the findings must answer that question. Evaluations must be credible, timely in accordance with the policymaking cycle, and cost effective. A good relationship with the executive agency implementing the evaluation's recommendations is significant. It is also suggested that evaluative thinking be introduced into the policy forum before legislation is proposed. Panels of experts strengthen an evaluation's credibility. It is important that the evaluator master a wide variety of approaches and that the user understand the evaluation design process. Editing of the evalution report, prioritization of findings, and meta-analysis or evaluation synthesis are useful. Impact questions are generally asked by legislators, but descriptive questions are not typically raised by policymakers. Taking political processes into account affects time allocation; more time must be devoted to negotiation, discussion, briefing, accuracy-checking, prioritization, and presentation. Traditional evaluation has improved as a result of the major modifications described in this presentation. (GDC)

ED 280 637 RC 016 108

Fullerton, Judith T.
Partnership in Education: Preparation of the Family Nurse-Practitioner for Primary Care in Rural Health Settings.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986). Tables 2 and 3, appended, contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; Clinics; Community Health Services; Cooperative Programs; Graduate Study; Health Personnel; Higher Education; *Institutional Cooperation; Intercollegiate Cooperation; *Nurse Practitioners; *Nursing Education; Physicians; Practicum Supervision; Program Descriptions; *Rural Areas; Rural Environment; *School Community Relationship; Student Experience
IDENTIFIERS- *California (San Diego County); Nurse Midwives

A model program to educate primary care nurse-practitioners for rural areas illustrates successful collaboration between university and rural health settings. Part of the Intercampus Graduate Studies program of the University of California--San Francisco School of Nursing and the University of California--San Diego School of Medicine, the model reflects concern with family health care needs in rural San Diego County. During its first year, Academic Year 85-86, the program established student preceptorships in two rural community health clinics. The university offers didactic content for preparation of the Family Nurse-Practitioner/Nurse-Midwife through its curricular program, selects students for preceptorship placement, provides faculty orientation/development for community/clinical preceptors, provides academic faculty member site visits, and conducts program evaluation. The community health center provides resources/facilities for patient care including preceptor supervision of students and ancillary personnel/supplies and collaborates in program planning/evaluation and preceptor development. The Clinical Preceptor shares patient care sessions with a student, incorporating material specific to rural health.

The model demonstrates feasibility of "town/gown" collaboration, promotes job selection based on realities of rural settings, and increases rural community visibility to the university community. Feasibility study results and a map and organization chart of the California Area Health Education Centers systems are included. (LFL)

ED 280 729 SE 047 892

Levy, Barbara W.
Math Help for Home and School. Book 3: for Ages 6-8.
REPORT NO.- ISBN-0-86653-242-0
PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA589).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; *Parent Participation; Primary Education; Workbooks

This booklet was designed for use with children aged 6-8 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on multidigit addition and subtraction. (MNS)

Micallef, Mary
Storms & Blizzards. The Natural Disaster Series. Grades 4-8.
REPORT NO.- ISBN-0-86653-321-4
PUB DATE- 85
NOTE- 52p.; For other documents in this series see SE 047 906-908.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95 GA683; set of 4 titles $19.80 GA1107).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Science; Glossaries; Meteorology; *Natural Disasters; Process Education; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Units of Study; *Weather
IDENTIFIERS- *Blizzards; Snow; *Storms

This document provides a unit of lessons and activities on thunder storms and blizzards that are intended to provide students with a basic understanding of the causes and consequences of these natural disasters. The booklet is designed to be used in correlation with a science unit or as a supplement to an elementary science curriculum. The lessons are arranged sequentially, but activities can be extended or omitted according to student interests and abilities. Questions are included that require students to: (1) look for cause and effect; (2) make predictions based on information in the reading section; and (3) to draw conclusions supported by the evidence presented. Extension sections are included to challenge students to pursue topics according to their own interests, talents, and capabilities. A glossary and an answer key for the activities are included. (TW)

ED 280 807 SP 028 665

Dewe, Philip
Stress: Causes, Consequences & Coping Strategies for Teachers. Final Report on Research Commissioned by the New Zealand Educational Institute, 1981-1982.
New Zealand Educational Inst., Wellington.
PUB DATE- Dec 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Coping; Foreign Countries; Parent School Relationship; Primary Education; Relaxation Training; *Stress Management; *Stress Variables; Teacher Burnout; *Teaching (Occupation)
IDENTIFIERS- *New Zealand

This study investigated the causes and consequences of teacher stress and effective means of stress management. Responses to a survey questionnaire were received from 800 primary teachers in New Zealand public schools (a response rate of 67.3 percent). Six situations which cause teacher stress were identified: (1) work overload; (2) expectations of parents and others; (3) relationships in the classroom; (4) unsupportive parents and difficult children; (5) the physical demands of teaching; and (6) little control over school events. The frequency with which these occurred and the levels of anxiety and tiredness associated with them were reported. Six specific coping strategies were identified: (1) rational task-oriented behavior; (2) adopting a conservative approach to teaching; (3) utilizing colleague support; (4) putting things into perspective; (5) becoming less involved; and (6) attempting to ride out the situation. Appendixes include a copy of the questionnaire, as well as self-awareness exercises teachers may use for assessing the events of the school day and developing coping mechanisms. A five-page bibliography is also included. (DJ)

ED 280 838 SP 028 767

Etheridge, Carol P.
The Students' Perspective: MAT Program Cycle 1.
Memphis State Univ., TN. Center of Excellence in Teacher Education.
PUB DATE- 86
NOTE- 52p.; For related documents, see SP 028 766-768.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Course Content; Higher Education; *Masters Degrees; Mentors; Peer Relationship; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Program Length; *Student Attitudes; Teacher Certification
IDENTIFIERS- *Extended Degree Programs

This study reports the perspectives of the 12 Master of Arts in Teaching (MAT) Fellows regarding the 1985-86 MAT program at Memphis State University. Data were collected via written surveys and tape recorded interviews. Documents such as grade runners, memos, application forms, and program descriptions were also examined. The questionnaire covered the following topics: (1) source of information on the program; (2) reasons for interest; (3) admission requirements; (4) expectations of the program; (5) course content; (6) problems with coursework completion; (7) course instruction; (8) orientation experience; (9) placements; (10) spring internship activities; (11) mentoring observations and feedback; (12) scheduling; (13) mentor-protege relationship; (14) relationship problems; (15) role of the cohort group; (16) likelihood of a long teaching career; and (17) recommending the program to others. The major perceptions of the MAT program from the Fellows' perspective are summarized and responses to the survey questions are appended. (JD)

ED 280 867 TM 870 194

Rennie, Leonie J.; And Others
The Effect of Inservice Training on Teacher Attitudes and Primary School Science Classroom Climates. Research Report Number 12.
University of Western Australia, Perth. Dept. of Education.
SPONS. AGENCY- Australian Commonwealth Schools Commission, Canberra.
REPORT NO.- ISBN-0-86422-026-X
PUB DATE- Feb 85
NOTE- 137p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Classroom Environment; Classroom Observation Techniques; Classroom Research; Electricity; Elementary Education; *Elementary School Science; Elementary School Teachers; Foreign Countries; *Inservice Teacher Education; Intermediate Grades; *Questionnaires; Science Interests; Self Esteem; *Sex Differences; Sex Stereotypes; Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia

This report documents the development, implementation, and evaluation of an inservice program designed to facilitate a non-sexist approach to the teaching of science in primary schools. Ten matched pairs of teachers were selected on the basis of a survey questionnaire to participate in the study. Teachers were given help in the teaching of electricity and subsequently taught this topic to their year 5 classes. The project was evaluated by pre- and post-questionnaires to teachers and students, and classroom observation during the teaching of the electricity topic.

Apart from describing survey data about teachers' attitudes, preferences, teaching methods and reasons for teaching science, and children's interests and attitudes about science, the project found that teachers reported increased confidence, knowledge, and skills in teaching electricity and changes in their awareness of the problems of girls in science. In those classes taught by the experimental group of teachers, children's attitudes became less sex-stereotyped, and interactions in mixed-sex groupings enabled girls to participate more equitably in science activities. Appendices are: (1) Teachers' initial and final questionnaires; (2) children's initial and final questionnaires; (3) class activity schedules; (4) sample worksheet used for inservice; and (5) problems experienced during the teaching of electricity, and feedback on inservice. (Author/JAZ)

ED 280 896 TM 870 228

O'Brien, Francis J., Jr.
A Derivation of the Unbiased Standard Error of Estimate: The General Case.
PUB DATE- 87
NOTE- 54p.; For earlier monographs in this series, see ED 215 894, ED 216 874, ED 223 429, and ED 235 205.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Error of Measurement; *Estimation (Mathematics); Goodness of Fit; Higher Education; *Mathematical Models; *Predictor Variables; Proof (Mathematics); *Raw Scores; Regression (Statistics); Statistical Studies
IDENTIFIERS- Applied Statistics; *Z Scores

This paper is part of a series of applied statistics monographs intended to provide supplementary reading for applied statistics students. In the present paper, derivations of the unbiased standard error of estimate for both the raw score and standard score linear models are presented. The derivations for raw score linear models are presented in graduated steps of generality for one, two, three, and any finite number of predictors. A brief overview of regression analysis precedes the derivations. Appendices include: (1) errata for a derivation of the sample multiple correlation formula; and (2) a discussion of linear and nonlinear regression models. (LMO)

ED 280 925 UD 025 430

Black History Month: A Reflection and Recognition of the African American Family (Revised).

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

PUB DATE- Jan 86
NOTE- 59p.; For previous edition, see ED 255 592.
AVAILABLE FROM- New York State Education Dept., Division of Civil Rights and Intercultural Relations, Room 471 EBA-Washington Ave., Albany, NY 12234 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Black Achievement; *Black History; *Black Influences; Elementary Secondary Education; Instructional Materials; Learning Activities

Instructional materials for use during Black History Month in elementary and secondary schools are compiled in this booklet. Background information, instructional activities, and resources for classroom use are included for all disciplines. The materials are designed to reflect the relationship between past and present events in African and African American history. Following a foreword, instructor's guide, and chronology of notable African Americans, the booklet is divided into seven sections containing materials on, respectively: General Achievements, Business, Religion, Politics, Music, Math/Science, and Education. Each section consists of four components: (1) an overview (for use as handouts or in-class reading for students; (2) a statement of objectives (to be used by teachers as goals for each unit of instruction); (3) a list of "Facts You Should Know' which provide a chronological perspective of the achievements of African Americans; and (4) instructional activities which may be assigned to students across subject areas. Also, supplemental resources are provided under the headings of Places to Visit, Resources and Magazines, Periodicals, and Newspapers. (KH)

ED 280 579 PS 016 403

Shigaki, Irene S.
Social Development of Infants and Toddlers in Japanese Day Care.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cultural Influences; Foreign Countries; *Infants; Preschool Education; *Social Behavior; *Social Development; *Toddlers
IDENTIFIERS- *Japan

To examine children's patterns of social interaction in group care, the activities and verbal behavior of 50 preschool children attending 5 Japanese day care centers in metropolitan Tokyo were observed and recorded during a total of 20 minutes of free play for each child. Participants were equally dispersed across five age categories each encompassing 6 months and collectively extending from 6 months to 3 years of age. Observations made in 10-minute blocks were recorded at 30-second intervals. Five mutually exclusive categories comprising a heirarchical ordering of involvement were used to code the data: "solitary," "watches," "parallel play," "interaction," and "interchange." Results indicated that, in the "watches" category, the youngest group had significantly higher scores than those in either of the two oldest groups. The frequency of "parallel play" among the youngest was significantly lower than for all other age groups. Children from 12 to 36 months of age were found to spend significantly more time engaged in parallel play than were infants under the age of 1 year. Children as young as 12- to 18-months-old were spending approximately one-fifth of their time in parallel play. It is concluded that, while this finding can be explained in part by developmental considerations, culture or environment appeared to be a contributing factor. (RH)

ED 280 594 PS 016 436

Lindblom, Paul
The Swedish Family: Problems, Programs and Prospects.
Swedish Inst., Stockholm.

PUB DATE- Aug 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; *Day Care; Early Childhood Education; *Employed Women; Equal Opportunities (Jobs); *Family Life; Financial Policy; Foreign Countries; Opinions; *Political Issues; *Social Change; Taxes
IDENTIFIERS- *Family Policy; Political Parties; *Sweden

To clarify issues in the controversy in Sweden concerning the means and ends of family policy, this article analyzes the economic plight of Swedish families with children, elucidates the views of parents and politicians, discusses the changing role and status of women, and considers prospects for the future. Also discussed are work equality and sex discrimination, the low birth rate, government obligation, child care services, tax effects, general versus selective assistance, and the division of governmental responsibility. Concluding remarks focus on an overall view of ends and means, freedom of choice, and inefficiency in the redistribution of wealth through taxes and benefits. (RH)

ED 280 624 RC 015 710

Medved, Richard Michael; And Others

Needs Assessment and Implementation of Staff Development Programs in Rural Schools.

PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Conference of the American Council on Rural Special Education (Tucson, AZ, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; *Disabilities; Educational Improvement; Educational Needs; Elementary Secondary Education; Inservice Education; Interpersonal Competence; *Mainstreaming; *Needs Assessment; Program Development; Program Implementation; Questionnaires; Rural Education; *Rural Schools; *Staff Development; Teacher Administrator Relationship; *Teacher Improvement; Time Management; Values Clarification

A needs assessment instrument was developed to aid rural (upstate New York) school officials in implementing staff development programs and determining special staff development needs for serving handicapped students in the mainstream. Survey responses were gathered from 85 elementary and secondary teachers in 3 school districts over 2 counties. The survey contained demographic questions--age, teaching experience, ethnic background, sex--and specific questions in topic areas: school support for developing student understanding of values and interpersonal skills; school support for students' skills acquisition; teachers' perceptions of their ability to support student skill acquisition and to work with mainstreamed handicapped children; ability of school to prepare students for post-school life; and teachers' perceptions of district support for their professional development. Results indicated: (1) need to emphasize understanding of students' own values and to improve understanding and sensitivity toward others; (2) insufficient preparation of students to assume jobs in urban/suburban settings and a pluralistic society; (3) student need to acquire career awareness and time management skills; (4) need for administrators to improve organizational climate, to communicate with teachers, and to provide adequate feedback; and (5) need for productive staff development programs that are collaborative and based on needs assessment. Tables of survey results and the needs assessment form are included. (LFL)

ED 280 678 SE 047 818

Romberg, Thomas A.; Collis, Kevin F.
Different Ways Children Learn to Add and Subtract. Monograph Number 2.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- 87
NOTE- 189p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; *Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Mathematics Instruction; Problem Solving; *Subtraction; *Teaching Methods
IDENTIFIERS- Australia; *Mathematics Education Research

Summarized are the findings from five studies carried out in Australia in 1979-80. First was a cross-sectional survey designed to determine the memory capacity of a population of children in grades 1-3. The second study investigated performance differences on a variety of mathematically related developmental tasks for the same group. Data from these two studies were used to form clusters of children differing in cognitive capacity. The last three studies each used a sample from the six clusters. The third study examined the performance and strategies used to solve a set of addition and subtraction word problems. The fourth study involved repeated assessment of performance on items measuring addition and subtraction objectives. Finally, the children and their teachers were observed to see how addition and subtraction were taught and the relationship of instruction to the children's cognitive capacity. The results show that children's differences in capacity were reflected in their performance and in the strategies used to solve problems. However, instruction did not vary. The capacity of children to process information, the procedures they invented to solve problems, and the way instruction was carried out did not seem related to each other. (MNS)

ED 280 695 SE 047 857

Penn, Linda
Young Scientists Explore the Sun, Moon and Stars. Book 9 Primary Level.
REPORT NO.- ISBN-0-86653-314-1
PUB DATE- 85
NOTE- 57p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA653; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; *Science Activities; Science Careers; Science Education; Science Experiments; Science Instruction; Songs; *Space Sciences

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities specifically focus on space science and allow the children to view themselves as future space scientists. Section one contains activities on astronauts. The second section emphasizes space travel and examines gravity and provides directions for constructing a rocket booster. A number of experiments as well as songs and games about the sun, moon, and the solar system are included in the third section. A certificate to acknowledge students as future astronauts is also provided. The teacher/parent guide section contains the answer keys for the activities. (ML)

ED 280 712 SE 047 874

DeBruin, Jerry
Young Scientists Explore Nature. Book 10--Intermediate Level. A Good Apple Activity Book.

REPORT NO.- ISBN-0-86653-339-7
PUB DATE- 86
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA688; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary Education; *Elementary School Science; Experiential Learning; *Field Instruction; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Natural Sciences; *Outdoor Activities; *Physical Environment; Science Activities; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of nature. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) nature hikes; (2) weather, wind, and temperature; (3) clouds; (4) color in nature; (5) quadrant studies; (6) sounds in nature; (7) nature's cycles; (8) common trees, flowers, and plants; (9) animal tracks; (10) litter; and (11) feelings about nature. (ML)

Anderson, Patricia S.
The School Profiling Guide: Attitude Measurement.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 29p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; *Institutional Characteristics; Profiles; *School Attitudes; Self Concept Measures; *Student Attitudes; *Testing Programs; Test Interpretation; Test Manuals; *Test Results; Test Selection; Test Use
IDENTIFIERS- *School Profiles

This guide is part of a series designed to assist school personnel to profile their data to support local school decisions. The profiling process can be used in school improvement programs. This particular guide describes the measurement of student attitudes toward schooling, about one's schools performance, about feelings toward school as a place to learn, or about others' judgments of one's school performance. Criteria for attitude test selection are outlined, including test validity, community standards of appropriateness, provision of information by the test publisher, norms, age appropriateness, score reports, and instructions for interpretation. Planning of the data collection is recommended. Testing should occur within a week of the achievement testing, if attitudes and achievement are to be compared. Decisions must be made about who to test, whether the responses need be anonymous, additional biographical information needed, and scoring procedures. Standard procedures should be used for administering tests and recording data. Procedures for reporting and interpreting the data are illustrated, using Scott Foresman's School Attitude Measure as an example. Suggestions for evaluating the findings and developing goals are included. (GDC)

ED 280 911 UD 025 411

Vega, William A., Ed.; Miranda, Manuel R., Ed.
Stress & Hispanic Mental Health: Relating Research to Service Delivery.
National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1410
PUB DATE- 85
NOTE- 301p.
CONTRACT- 85M042067601D
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (S/N 017-024-01264-5, $7).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Culture Conflict; *Health Services; *Hispanic Americans; *Mental Health; Mexican Americans; *Research Utilization; Social Psychology; Social Support Groups; Stress Management; *Stress Variables

This monograph provides current data on Hispanic stress and its impact on mental health and identifies areas where further research is needed. It consists of 11 chapters by a variety of authors. Chapter 1 presents a critical overview of major issues and concepts in stress modeling and cross-cultural research with Hispanic populations. Chapter 2 summarizes findings on the prevalence of symptomatology among Hispanics and scrutinizes trends. Chapter 3 discusses the determination of the relative usefulness of the stress buffering and direct effect hypotheses of social support using stress theory to guide analysis. Chapter 4 illustrates the use of multifactorial modeling in identifying factors which predict discrete symptoms and syndromes among immigrant and native-born Mexican-Americans. Chapter 5 examines the differential impact of life events on Mexicans, Mexican-Americans, and Anglos using psychological distress as the outcome measure. Chapter 6 reviews social support theory and methodological issues as they pertain to Hispanic mental health research. Chapter 7 presents a conceptual model for systematically developing studies of Hispanic mental health. Chapter 8 examines the effectiveness of a specific coping style used by Hispanic immigrants in adjusting to a new culture. Chapter 9 examines differences among Mexican-Americans and Anglos in relation to knowledge of and attitudes toward stress. Chapter 10 provides data on child abuse within a Mexican-American population. Chapter 11 presents findings from a comprehensive survey of the life experiences of a group of pregnant Hispanic adolescents. (KH)

Hudson, Vivian D.
Child Growth and Development In-Service Training for Teaching Staff at a Child-Parent Center.
PUB DATE- 86
NOTE- 75p.; Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Disadvantaged Youth; Early Childhood Education; Faculty Development; Individual Development; *Inservice Teacher Education; *Kindergarten; Knowledge Level; Preschool Education; *Preschool Teachers; *Teacher Aides; *Teacher Improvement; Training

This practicum addressed the expressed need to improve the knowledge and expertise of the teaching staff employed at a child-parent center, which served 170 preschool and kindergarten children attending classes in an elementary school in an economically depressed community. Specifically, the in-service intervention aimed to immprove staff competence by providing exposure, stimulation, knowledge, and training relative to learning theories, developmental stages, needs, curriculum, and strategies for 3- and 4-year-olds. Descriptive material in Chapter I establishes the situation and context of the intervention. Chapter II describes, documents, and analyzes the problem and presents a review of the related literature. Chapter III describes anticipated outcomes and evaluation instruments used to assess effectiveness. Chapter IV presents, among alternatives, the intervention strategy selected, while Chapter V presents results, conclusions, and recommendations. Of the teaching staff who participated in the training sessions, 100 percent attended all sessions, 83 percent increased their knowledge of child growth and development, and 100 percent recommended that the in-service training sessions continue on an ongoing basis. (RH)

ED 280 651 RC 016 163

Toro, Leonor

The Guyanas = Las Guayanas. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 85
NOTE- 67p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; *Cultural Background; *Cultural Education; Cultural Pluralism; Elementary Education; Foreign Countries; Language Arts; *Latin American Culture; *Latin American History; Migrant Children; *Migrant Education; Periodicals; *Social Studies; Units of Study
IDENTIFIERS- French Guyana; *Guyana; *Surinam

Written for teachers to use with migrant children in elementary grades and to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural background information on the Guyanas--French Guyana, Surinam, and Guyana. A table of contents indicates the language--Spanish or English--in which the topics are written. The quarterly provides an encyclopedia-style overview of the history, geography, government, economy, culture, and society of each of the three Guyanas. The chapter on Surinam pays special attention to that country's successful multi-ethnic society and describes the history and culture of the Hindus, Bush Negroes, Amerindians, and Creoles who live there. Consisting mainly of narrative text, the booklet includes maps, illustrations, word searches, vocabulary games, and other activities in English and Spanish. (LFL)

Sexual Abuse of Indian Children. Hearing before the Subcommittee on

Criminal Justice of the Committee on the Judiciary. House of Representatives, Ninety-Ninth Congress, Second Session on H.R. 3826. (January 30, 1986).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 87

NOTE- 42p.; Serial No. 94. Some pages contain marginally legible print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Reservations; *American Indians; *Child Abuse; *Court Litigation; Federal Indian Relationship; Federal Legislation; Hearings; Justice; Punishment; *Sexual Abuse; *Tribes

IDENTIFIERS- Congress 99th; *Criminal Justice; Navajo (Nation)

This transcript presents testimony and prepared statements regarding H.R. 3826, which proposes to amend Title 18 of the United States Code to make felonious sexual molestation of a minor an offense within American Indian country. Representative Rick Boucher, author of the legislation, indicated that, while the bill would extend to Indians the same protection now governing non-Indians, it would not deprive Indian tribal courts of jurisdiction. Deputy Assistant Attorney General Victoria Toensing supported the legislation because, in conjunction with offenses currently listed in the Major Crimes Act, it would cover all defined serious sexual offenses against Indian children by Indians. Susan Shown Harjo, Executive Director, National Congress of American Indians, indicated that the 126 Indian governments she represents endorse the amendment and see it as necessary to fight the nearly 25% increase in Indian child sexual abuse that took place from 1983 to 1984. Written testimony of the Navajo Nation addressed the definition of "sexual molestation of a minor" and the impact on the Navajo Nation resulting from the disparities in legal standards between Arizona, New Mexico, and Utah. Written testimony of the American Indian Law Center concurred that the legislation is important for solving child sexual abuse. (NEC)

ED 280 730 SE 047 893

Levy, Barbara W.

Math Help for Home and School. Book 4: for Ages 7-9.
REPORT NO.- ISBN-0-86653-243-9
PUB DATE- 84
NOTE- 35p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($4.95; GA590).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Motivation; Number Concepts; *Parent Participation; Primary Education; Workbooks

This booklet was designed for use with children aged 7-9 as a teaching tool that can be used both at home and school. Mathematical skills are presented in increasing order of difficulty, with each page building on the previous one, so that there is a built-in success factor. This success is presumed to convey the idea that learning mathematics is fun. Brief notes are provided for parents and for teachers. The focus is on multidigit addition and subtraction. (MNS)

Jones, Dianne

Teaching Russian Culture: Concepts of Nature.

PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Cultural Awareness; *Cultural Differences; Curriculum; *Foreign Culture; History; Instructional Materials; Language Arts; *Poetry; Resource Materials; Russian Literature; Secondary Education; *Social Studies; Teaching Methods
IDENTIFIERS- *Russia; *Russian Studies

Russian culture is very much influenced by its huge land area, peculiar topography, and harsh climate. To understand Russian culture one must know how Russians perceive nature. This paper discusses how this concept may be conveyed to U.S. middle school students through poetry. Poems about nature can provide students an opportunity to understand and appreciate Russian attitudes and feelings about the land, the history, and the people. Divided into four headings, the paper discusses: (1) "The Natural World," a poetic recreation of the Russian forests, steppes, and mountains with its plants, animals, and people; (2) "The Russian National Character," poems that depict traditional Russian villages, love, internal problems, external aggression, and political satire; (3) "The Russian Soul," an analysis of spiritual destiny, one of the major themes of Russian poets; and (4) "Ancient Russian Mysticism," poems that explore the spiritual union of man, plants, and the divine. A list of references conclude the document. (KWL)

ED 280 777 SO 018 037

Peters, Richard

How to Incorporate Global Education into the Social Studies Curriculum.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Feb 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Global Approach; Instructional Materials; Integrated Activities; *Integrated Curriculum; Learning Activities; Resource Materials; *Social Studies; Teaching Guides; Teaching Methods

Realizing that the day-to-day lives of the average citizens and the destinies of nations are being influenced by growing international, cross-cultural links, there is a need to cultivate in young people a world perspective which emphasizes the interconnections among cultures, species, and the planet. This paper surveys the background of global education and discusses the case for global perspectives in education. The major concepts of global education are presented along with suggestions on how they may be integrated with or fused into the social studies curriculum. A variety of teaching methods and learning activities are suggested and sample lesson plans are provided. Lists of references, resource materials, and organizations are included. (KWL)

ED 280 792   SO 018 083

Taeuber, Cynthia M.; Valdisera, Victor
Women in the American Economy.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Nov 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Comparable Worth; *Economic Status; *Educational Status Comparison; Employed Parents; *Employed Women; *Employment Level; Equal Opportunities (Jobs); *Females; *Mothers; *Salary Wage Differentials; Sex Bias; Sex Role

Trends in the economic status of women in the United States and their implications for society and women themselves are traced in this publication. The report focuses on women in the work force, including occupation and wage gains relative to men; poverty status; economic consequence of changes in trends related to living arrangements, education, fertility and marriage; and differences according to age, race, and ethnicity where applicable. Highlights of the report include: The number of women in the civilian labor force in 1985 averaged 51.1 million, and 31.5 million women held full-time, year-round jobs. Young women are increasingly delaying marriage and childbirth to attend college and establish careers. One out of five families with children is maintained by a woman. Over half of all children under 18 had a working mother in 1985. Twenty million mothers with children under 18 were working in 1985. Over half of all married women with children under the age of 6 were in the labor force in 1985, compared with only 12 percent in 1950. Forty-eight percent of women with babies under 1 year of age were working in 1985, as were over half the mothers with toddlers under age 3. Forty-four percent of the children of full-time working mothers are cared for in another home. College enrollment of women is now nearly as high as that of men, but more women enroll in subjects which generally lead to lower paying jobs. Women with young children have relatively high unemployment rates as compared to rates of women overall. By 1995, 61.4 million women are projected to be in the labor force, which translates to a participation rate of 60 percent. The distribution of both men and women across occupations has changed, but the overall labor market remains segregated by sex. However, women have made significant progress in managerial occupations. One in nine full-time, year-round working women in 1979 was a secretary with median earnings of $10,620. About 9 percent (150,000) of the total resident Armed Forces were women, in 1985. In 1984 13 percent of full-time, year-round working women earned more than $25,000, compared with 46 percent of men. The poverty rate in 1984 for all families maintained by women was 34.5 percent; the comparable rate for Black and Hispanic families was high at 51.7 and 53.4, respectively. Over 50 charts and tables illustrate the findings. An extensive appendix covering references and sources concludes the document. (APG)

ED 280 823 SP 028 717

Minier, Judith E.

Inservice Education for Professors: A Second Look at Classroom Management.

PUB DATE- Nov 85

NOTE- 15p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behavior Problems; *Classroom Techniques; Elementary Education; Higher Education; *Inservice Teacher Education; *Teacher Educators; Teacher Effectiveness; *Teaching Experience; Teaching Methods

Teacher educators should get back to the world of students and find out what works and what doesn't in the classroom to ensure that they don't teach from an "ivory tower." Continuous teaching experience is particularly needed by teacher educators in the areas of discipline, classroom management, teaching effectiveness, misbehavior, and punishment. This paper is divided into the following categories of study and approaches to classroom management: (1) Do's and don'ts about classroom management; (2) Precepts about classroom management; (3) Roles that can help teachers to teach more effectively; (4) Recognizing goals of misbehavior; (5) Myths about the values of punishment; and (6) Behavior management practices. Some suggested references for ideas on classroom management are offered. (CB)

ED 280 595 PS 016 437

Katz, Lilian G.; And Others
A Place Called Kindergarten.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 157p.
CONTRACT- 400-86-0023
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 201, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Annotated Bibliographies; Articulation (Education); Cooperation; *Educational Objectives; *Educational Policy; Grade 1; *Kindergarten; Kindergarten Children; *Learning Readiness; Parent Attitudes; Primary Education; Program Improvement; Reading Instruction; *School Entrance Age; School Readiness; Screening Tests; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Academic Stress; Developmental Curriculum; Program Review

Written by members of a consulting team engaged to evaluate a school district's kindergarten program and make recommendations for the future, this report chronicles the district's progress in coming to more fully understand goals and problems related to kindergarten education. Specifically, the report presents the evaluation team's examination of conflicting claims, views, and assertions concerning the kindergarten program. Section I provides a brief description of the team's visit to the community, as well as summaries of information obtained from parents, school board members, central district staff, teachers, and principals. Section II addresses questions put to the team to guide the evaluation--questions that concerned developmental readiness, optional and regular kindergarten programs, and needed changes. Section III discusses particular issues the team wished to highlight: (1) the practice of "red-shirting," or parental withholding of 6-year-old children from first grade; (2) community competitiveness and parents' concern with their children "making it"; (3) curriculum issues, particularly the importance of appropriate methods of instruction; and (4) the cycle of blame allocation among the interested groups, which was considered irrelevant, potentially harmful, and capable of undermining efforts to solve the district's problems. Appended are a nearly verbatim record of participants' comments and an extensive ERIC Ready Search of 1985 and 1986 journal articles and documents about kindergarten and kindergarten children. (RH)

ED 280 638 RC 016 110

Jensen, Dennis; Griffith, Steve

Family Communication Awareness/Suicide Prevention.

PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Characteristics; Community Problems; *Community Programs; Counselor Role; *Crime Prevention; *Crisis Intervention; Death; Elementary Secondary Education; Family Life; Family Violence; Interpersonal Communication; News Media; Outreach Programs; *Rural Areas; Rural Family; *School Role; *Suicide
IDENTIFIERS- *Family Communication; Family Crises; South Dakota (Elk Point)

What happened in the small farm community of Elk Point, South Dakota, on January 8, 1986, was unimaginable--a father shot his family and then walked to work and shot himself. Upon learning of the murder/suicide, the Elk Point School District faced the difficult questions of what teachers should say to students, how the district should deal with the news media, and what responsibilities various staff members should assume. After the initial shock, it became apparent that students and the community needed help learning to accept the tragedy. A community crisis team evolved that identified the needs of the community, identified resources inside and outside of the community, and developed a plan for assisting the entire community. The committee agreed that lack of communication within the family and within the community could have led to the murder/suicide. They organized a workshop with the idea of family communication as its focus. The format was a drama followed by small discussion groups with trained counselors acting as group leaders. The drama was a positive first step. The next steps will be workshops to promote the skills needed to communicate within the family. (JHZ)

ED 280 746 SO 017 393

Education in Sri Lanka.
Ministry of Education (Sri Lanka).
PUB DATE- Jul 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Cultural Context; Educational Administration; Educational Development; Educational Planning; Elementary Secondary Education; *Foreign Countries; *International Education; Postsecondary Education
IDENTIFIERS- *Sri Lanka

The educational system of Sri Lanka is described in this 15 section document. Sections 1 and 2 provide a general overview of the country and a history of its educational system. Section 3, "Organization and Administration of the Education System," describes the programs and responsibilities of the central and regional administration. The primary, junior, and senior secondary education cycles in the public schools are described in Section 4, "General Education." Section 5, "Higher Education," contains information about higher education in Sri Lanka. It briefly describes the university system, the Open University, and the technical institutes. Middle level vocational education courses and apprenticeship programs are described in Section 6, "Technical/Vocational Education." A flow chart is included which diagrams a student's path through the educational/training system. Non-formal, government sponsored education programs for those who leave, or have never attended school is contained in Section 7. A brief description of the curriculum is given in Section 8, "Curriculum Development." Special programs within the curriculum include: the teaching of English, education television service, and population education. Section 9, "Teacher Education," provides an overview of the various teacher education programs in Sri Lanka including: pre-service teacher training, professional training for graduate teachers, distance teacher education, and in-service training. Section 10, "Sports and Co-Curricular Activities," presents these activities as an important part of the educational system. Brief program descriptions are included in: Section 11, "Special Education;" Section 12, "Public Examinations;" and Section 13, "Privision of Incentives." Section 14, "Innovative Projects," describes the school cluster and school zones to overcome school shortcomings. Section 15, "Expenditure on Education" concludes the publication. (APG)

ED 280 808   SP 028 667

Goodman, Jesse

Key Factors in Becoming (or not Becoming) an Empowered Elementary School Teacher: A Preliminary Study of Selected Novices.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Elementary School Teachers; Learning Strategies; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Skills; *Teaching Styles
IDENTIFIERS- *Empowerment

Recent studies have used the notion of "empowerment" to describe individuals who assume a more critical and personally active approach toward the teaching profession. "Empowered" teachers are committed to providing thoughtful and challenging educational experiences for children and encouraging their pupils to develop personal talents and creativity. Little is known about the way in which potentially empowered novice teachers are socialized into their chosen profession, and there is a need to understand the factors that have a significant impact on the professional development of potentially empowered beginning teachers. This paper investigated the socialization of "potentially empowered" novice elementary teachers. Phase one of the research examined the experience of 19 student teachers during their student teaching semester. The findings presented in this paper reflect the field work of the second phase of the research which occurred during the teachers' first semester of inservice teaching. After outlining the sampling procedures and research methods, the paper first portrays key factors regarding the teachers' efforts to put their empowering goals into practice as they began teaching. Factors that had a significant impact upon the teachers' process of becoming, or not becoming, an empowered teacher are presented. Implications for the induction programs in elementary school teaching are discussed in the light of the study's findings. (JD)

ED 280 839 SP 028 768

Etheridge, Carol P.
Student Perspectives of the Lyndhurst Program: Cycle I.
Memphis State Univ., TN. Center of Excellence in Teacher Education.
PUB DATE- Nov 86
NOTE- 49p.; For related documents, see SP 028 766-767.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Higher Education; Interpersonal Relationship; Mentors; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Program Length; Stress Variables; *Student Attitudes
IDENTIFIERS- *Extended Degree Programs; Lyndhurst Fellowship Program

This study reports the perspectives of the 11 Lyndhurst Fellows in the 1985-86 fifth-year teacher preparation program. Data were collected via written surveys and tape recorded interviews, grade runners, memos, application forms, and program descriptions. The survey questionnaire sought opinions on the following topics: (1) reasons for interest in the program; (2) admission requirements; (3) expectations of the program; (4) coursework content and instruction; (5) stress factors; (6) internship orientation; (7) initial problems; (8) activities; (9) mentoring observations; (10) mentoring feedback; (11) mentoring relationships; (12) mentoring activities; (13) non-mentoring relationships; (14) likelihood of a long teaching career; and (15) recommending the program to others. A summary is presented of the major perceptions of the Lyndhurst Fellows and responses to the survey questionnaire are appended. (JD)

ED 280 854 TM 870 169

Wilson, Kenneth M.
The Relationship of Scores Based on GRE General Test Item Types to Undergraduate Grades: An Exploratory Study for Selected Subgroups.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
REPORT NO.- ETS-RR-86-37; GREB-83-19P
PUB DATE- Nov 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; College Entrance Examinations; *Discriminant Analysis; *Ethnic Groups; Grade Point Average; Grades (Scholastic); Higher Education; Majors (Students); *Predictor Variables; Reading Comprehension; *Sex Differences; *Test Items; Test Results; *Test Theory; Undergraduate Students; Verbal Ability; Vocabulary Skills
IDENTIFIERS- *Graduate Record Examinations

This study used multiple discriminant analysis (MDA) to assess differences among subgroups defined in terms of sex and undergraduate major area, and ethnic group and undergraduate major area, with respect to patterns of performance on Graduate Record Examination (GRE) item-type part scores. Special subscores based on item types included in the current GRE General Test were derived for the study. The correlations of departmentally standardized scores on these subtests with a similarly standardized self-reported undergraduate GPA (SR-UGPA) criterion were analyzed. Multiple regression analysis was used to determine the relative contribution of the item-type part scores to prediction for the various subgroups. Predicted SR-UGPA means for subgroups, based on general major-area regression equations using GRE item-type part scores as predictors were compared with comparable predicted means using GRE total scores as predictors. The study was based on data from GRE files for 9,375 examinees in 12 fields of study, representing 437 undergraduate departments from 149 colleges and universities. Raw total number-right scores, similar raw scores based on the nine basic GRE General Test item types, a raw vocabulary score, and a raw reading comprehension score were computed. Item-type scores based on verbal and analytical ability item types provided more information about group differences than did total ability scores. (JAZ)

ED 280 897 TM 870 230

Chacko, Harsha E.
An Example of the Use of Canonical Correlation Analysis.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Higher Education; Interest Inventories; *Mathematical Models; *Multivariate Analysis; Predictor Variables; Rating Scales; Statistical Studies; Undergraduate Students; Vocational Interests
IDENTIFIERS- *Strong Vocational Interest Inventory

Canonical correlation analysis is a multivariate statistical model which facilitates the study of interrelationships among multiple dependent variables and multiple independent variables. It identifies components of one set of variables that are most highly related linearly to the components of the other set of variables. The underlying logic of canonical correlation analysis involves the derivation of a linear conbination of variables from each of the two sets of variables so that correlation between the two sets is maximized. Few research studies that use canonical correlation are reported in the literature because of: (1) prohibitive calculations prior to the use of computers; (2) limited awareness of canonical methods; (3) a multitude of mathematical symbolism used in discussions of the technique in textbooks; and (4) difficulty in interpreting canonical results. Greater use of the technique will be facilitated as computer packages become more readily available and the technique becomes more familiar. An illustration of the technique examines the relationship between the academic comfort and introversion/extraversion scores composite with the composite of the six interest areas of the Strong Vocational Interest Inventory. (LMO)

ED 280 926 UD 025 431

McKinney, Scott; Schnare, Ann B.
Trends in Residential Segregation by Race: 1960-1980.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Illinois Univ., Urbana. Office of Real Estate Research.
PUB DATE- Oct 86
NOTE- 49p.
AVAILABLE FROM- The Urban Institute, 2100 M St., N.W., Washington, D.C. 20037 ($6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; Community Change; Housing Opportunities; Human Geography; *Metropolitan Areas; *Neighborhoods; *Place of Residence; *Racial Distribution; *Racial Integration; *Residential Patterns; Trend Analysis

Residential segregation by race was lower in 1980 than it was in 1970, although there was almost no improvement in integration during the preceding decade. Furthermore, it was lower in 1980 than it was in 1960 for the nation as a whole, and for each of the census regions. Thus while housing markets remain highly segregated today, barriers to integration appear to be slowly breaking down. This study of trends in residential segregation in the 1970s used tract data obtained from the 1960, 1970, and 1980 Census of Population and Housing on standard metropolitan statistical areas (SMSA) in 11 states. It measured exposure to members of another racial group. Results indicate that a redistribution of the White population toward more integrated neighborhoods gathered steam in the 1970s and a significant proportion of the Black population shifted away from established ghetto areas, where exposure to Whites was relatively low, into middle- and upper-income areas, where exposure rates were relatively high. The segregation of Blacks and Whites (including Hispanics) is somewhat higher in metropolitan areas with a large Hispanic population, but the segregation of Blacks and Anglo Whites in those areas is significantly higher. The impact of fair housing laws is discussed, as is the bifurcation of the Black community into "haves" and "have nots." Tables of segregation indices for individual SMSAs are appended. (PS)

ED 280 580 PS 016 404

Herrstrom, Staffan
Swedish Family Policy.
Swedish Inst., Stockholm.
PUB DATE- Sep 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Early Childhood Education; *Family Financial Resources; Family Programs; Foreign Countries; *Political Issues; *Public Policy
IDENTIFIERS- *Family Policy; Income Distribution; Political Parties; Social Policy; *Sweden

Family policy remains one of the leading issues of Swedish domestic politics. All parties are agreed that families with children must be given a better deal in the wake of the economic crisis. But how is this to be done and how quickly can it be achieved? Is the expansion of day nursery facilities to be speeded up, or are parents to be given a care allowance which will enable one of them to stay at home? Opinions differ on this point, not only between the Social Democratic Government and the Opposition but also between the non-socialist parties. This article, after identifying crucial issues and ideological aspects of the debate in Sweden on family policy, reviews benefits provided for families in Sweden and discusses, within the context of current history, the family policy of the major Swedish political parties, including the Social Democrats, the Moderates, the Liberal Party, the Center Party, the Christian Democratic Party, and the Left Party Communists. It is concluded that, since the Liberal Party's immense success in the 1985 election, most current indications point to a continuation of the debate on freedom of choice in its broad sense, at least for as long as there continues to be an acute shortage of day nursery places. (RH)

Lindquist, Mary Montgomery, Ed.; Shulte, Albert P., Ed.
Learning and Teaching Geometry, K-12. 1987 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-235-X
PUB DATE- 87
NOTE- 257p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($16.00; 10 or more copies 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130) Collected Works - General (020)
DESCRIPTORS- Calculus; Computer Graphics; Educational Change; Elementary Secondary Education; *Geometric Concepts; *Geometry; *Learning Activities; Learning Theories; Mathematical Applications; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; Probability; Problem Solving; Programing; Research Utilization; Yearbooks

This yearbook contains 20 articles pertaining to geometry instruction. Part 1 considers "Perspectives," with articles on the van Hiele model, resolving dilemmas, implications of using computer graphics, chances of geometry surviving in the secondary curriculum, and role of Euclidean geometry. Part 2 provides "A View of Problem Solving and Applications"; articles concern using geometry for teaching problem solving in grades K-9, creative geometry problems, using Logo in secondary school geometry, and some modern uses of geometry. "Activities in Focus" is the topic of part 3; articles consider activities with squares in elementary school geometry, spatial perception in primary grades, investigations with similarity in middle grades, constructing polyhedra, and conic sections. In part 4, "A Look at Geometry and Other Mathematics," are articles on probability in high school geometry, mathematical applications of geometry, calculus readiness, and geometric counting problems. Finally, part 5 contains two articles under the heading of "Preparing Teachers," one focusing on activities based on cognitive research, and one on college geometry courses. (MNS)

ED 280 696 SE 047 858

Penn, Linda
Young Scientists Explore Parks and Playgrounds. Book 10 Primary Level.
REPORT NO.- ISBN-0-86653-350-8
PUB DATE- 86
NOTE- 44p.; Illustrated by Elaine Scott. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA685; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Elementary School Science; *Environmental Education; Learning Activities; *Outdoor Education; Parent Participation; *Parks; Physical Environment; *Playgrounds; Primary Education; Puppetry; *Science Activities; Science Education; Science Instruction; Songs
IDENTIFIERS- *Seasons

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The setting of parks and play grounds forms the basis of the activities in this guide. The activities unfold in a seasonal format, and examine the changes in living things that occur in fall, winter, and spring. The first section on fall includes a sassafras classification game, songs, directions for puppet making and maple leaf rubbings, a maple seed game, and an insect experiment. Fine arts activities and science experiments focus on signs of fall and winter in the second section. The third section highlights springtime and includes songs, stories and

activities about science in spring. Additional directives are offered in the teacher/parent guide section for most of the activities. (ML)

ED 280 713 SE 047 875

DeBruin, Jerry
Young Scientists Explore Rocks & Minerals. Book 11--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-341-9
PUB DATE- 86
NOTE- 35p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA689; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Educational Games; Elementary Education; *Elementary School Science; *Geology; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Minerals; *Natural Resources; Outdoor Activities; *Physical Environment; Science Activities; Science Careers; Science Education; Science Instruction

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of rocks and minerals. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) materials made of rocks and minerals; (2) planets; (3) moon; (4) earth's core; (5) plate tectonics; (6) earthquakes and volcanoes; (7) famous geological features; (8) crystals; (9) types of rocks; (10) hardness scale; and (11) careers in geology. (ML)

ED 280 731 SE 047 895

Roche, Barbara J.
Computer-Based Space Shuttle Simulation Teaches Children about the Sciences and Themselves.
PUB DATE- 86
NOTE- 9p.; Document contains blurred and broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ecology; Environmental Education; Group Dynamics; Interdisciplinary Approach; Physical Environment; Science Education; *Science Instruction; Science Programs; Secondary Education; *Secondary School Science; *Simulation; *Space Sciences
IDENTIFIERS- *Space Shuttle; *Totally Enclosed Modular Environment

The space shuttle simulation, Totally Enclosed Modular Environment (TEME), was developed as a means for students to study group dynamics and how people adapt to their environment. This paper highlights features of this project. Topics reviewed include: (1) its historical development (tracing its origins as a year-long ecology course to current adaptations for middle and high school level students); (2) its successes (citing the sources of its acknowledgment); (3) curriculum development efforts (describing the approach and activities involved in an interdisciplinary program); and (4) adaptation efforts (reviewing modifications made to the program). (ML)

Mason, Peter
Private Education--A Tour d'Horizon.
PUB DATE- 86
NOTE- 14p.; Paper presented at the Conference on Freedom and Diversity in Education in the European Economic Communities (Athens, Greece, November 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Educational Cooperation; Educational Demand; *Educational Opportunities; Educational Policy; *Equal Education; Foreign Countries; Government Role; *International Education; *Private Education; Public Education
IDENTIFIERS- Australia; Canada; Europe (West); New Zealand; United States

Two sets of opinion exist regarding the control of schools. The first pertains to the freedom of parental choice in education and the right of individuals and associations to run private schools subject to minimal government controls. The second stresses the overriding need to promote greater equality of opportunity in the form of publicly provided education and training. Based on comparative studies of the independent sectors of education in Western Europe, the United States, Canada, Australia, and New Zealand, this paper illustrates how nations have tried to achieve some kind of balance between these two views. The discussion seeks to clarify the issues which cause the marked difference in the acceptability, the scope, and the cost of private education in the various countries and in the degree of choice and equality of opportunity they achieve; and to demonstrate the strength of the common cause despite the differences, and the advantages of collaboration. The impact of such factors as explicit governmental action, the mores of society, and economic pressures are also reviewed.

Soh, Kay Cheng
Teacher Locus of Control Scale: A Validity Study. Occasional Paper No. 28.
Institute of Education (Singapore).
REPORT NO.- ISBN-9971-953-31-5
PUB DATE- Mar 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Correlation; *Cultural Context; Foreign Countries; Higher Education; High Schools; Item Analysis; *Locus of Control; *Personality Measures; Secondary School Teachers; Teacher Attitudes; *Test Reliability; Test Theory; *Test Validity
IDENTIFIERS- *Singapore; *Teacher Locus of Control Scale; Teacher Stress

This research study investigates the validity of the Teacher Locus of Control Scale (TLCS) in a different cultural environment. The scale, developed in the United States by Taylor et al., measures teachers' beliefs about their own potential to influence student performance and classroom events. Specifically, the study investigates the discriminality of the items and the relationships of the TLCS as a whole with relevant criterion measures such as stress, personality, and educational attitudes. A few words in two of the 20 TLCS items were changed to suit the local linguistic style. Two hundred teachers from technical colleges and high schools in Singapore responded to the scales at their convenience. The reliability of the TLCS was ascertained using Cronbach alpha; and its validity was assessed through its correlation with the seven criterion measures. The majority of the items showed discrimination power. The scale showed positive relationships with several attitudinal measures which support its validity. The study concludes that TLCS has substantially high reliability when used in a different cultural context. (JAZ)

ED 280 883 TM 870 213

Hussong, Mary Ann, Comp.; And Others
16 PF Research Bibliography: 1971-1976.
Institute for Personality and Ability Testing, Champaign, IL.
PUB DATE- 7 Aug 77
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Doctoral Dissertations; *Educational Research; *Personality Measures; *Personality Traits
IDENTIFIERS- *Sixteen Personality Factor Questionnaire

This bibliography contains a comprehensive listing of research studies and dissertations related to the Sixteen Personality Factor (16 PF). It is the third part in the series of reference works begun by the 16 PF Handbook (1970) and supplemented by the 16 PF Manual (1972). The collection spans primarily the years 1971-1976. Several references to work conducted before 1971 and some in 1977 are included. It presents 688 citations not previously cataloged in any publications of the Institute for Personality and Ability Testing. The bibliography is fully cross-indexed, drawing heavily from the indexing system employed by the American Psychological Association in publications such as Psychological Abstracts. Every citation is followed by a code which indicates the source where the abstract of the document can be found. (JAZ)

Dropout Prevention in Appalachia: Lessons for the Nation.

Campbell Communications, Inc., Bethesda, MD.
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Jan 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Dropout Prevention; Dropout Programs; *Dropouts; *Economic Factors; High Schools; Program Development; *Regional Programs; Rural Areas; School Business Relationship; *School Community Relationship; Student Needs
IDENTIFIERS- *Appalachia

The Appalachian Regional Commission (ARC), in its efforts to improve the economy and quality of life in the Appalachian Region, has identified high school dropouts as a major stumbling block to the area's economic growth. Findings of ARC-sponsored research on dropouts include the following: (1) high school dropouts are a serious problem in Appalachia, with some counties having dropout rates as high as 50 percent; (2) the problem cannot be effectively handled by schools alone; a variety of groups and resources must work together to attack it in each school district; and (3) public awareness of the problem and prevention efforts is low. With these and other findings, ARC developed a regional dropout prevention effort which, in its first 18 months, has allotted $2.5 million to 46 prevention projects. In addition to funds, ARC operates a regional awareness campaign whose objectives are: (1) to increase public awareness and understanding of the incidence of dropping out and its impact on the economic well-being of local communities; (2) to educate the public about the importance of keeping youth in school and in how the public can participate in reducing dropping out; and (3) to promulgate the efficacy of public/private partnerships in supporting dropout reduction efforts. This campaign includes the dissemination of information, resources, and encouragement. An appendix provides details about particular prevention programs. (KH)

ED 280 611 PS 016 464

Hallinan, Maureen T.; Smith, Stevens S.
Classroom Characteristics and Student Friendship Cliques.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 87

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- NICHHD-2-R01-HD-20020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Elementary Education; *Elementary School Students; *Friendship; Incidence; Interpersonal Relationship; Longitudinal Studies; *Peer Relationship; Racial Differences; *School Organization; Sex Differences
IDENTIFIERS- *Friendship Cliques

This paper examines the effects of classroom characteristics on the friendship cliques of preadolescent students. It is argued that structural and organizational features of a classroom constrain the interaction patterns of students in such a way as to affect the probability of dyadic friendship relationships and the network of social ties that evolve within a classroom. It is further argued that the organization of instruction and the classroom climate affect clique properties. Hypotheses about the determinants of clique size, number of cliques, clique stability and the achievement, sex, and racial composition of cliques were tested on a large, longitudinal data-set containing information on fourth through seventh grade students. Results show that the formation of student friendship cliques was more closely linked to classroom characteristics and to pedagogical practices than had previously been recognized. The processes governing the establishment of cliques changed over the school year as different features of the classroom experience became more salient to students. (Author/RH)

ED 280 625 RC 015 862

Mock, Karen R.
Multicultural Education in Early Childhood: A Developmental Rationale.
PUB DATE- Nov 81
NOTE- 22p.; Paper presented at the National Conference on Multicultural Education (Winnipeg, Manitoba, Canada, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Cognitive Development; Cultural Differences; Cultural Exchange; Cultural Pluralism; *Curriculum Development; Curriculum Enrichment; Early Childhood Education; *Educational Philosophy; Ethnicity; Foreign Countries; *Multicultural Education; Social Integration; Teacher Education; *Teacher Role
IDENTIFIERS- *Canada

In order to place multiculturalism at the center of early childhood curriculum and practices in Canadian schools, relevant materials must be developed and teachers must be trained to teach in a multicultural society. The rationale for multicultural education at the early childhood level is found in principles of child development in terms of what is known about how children develop cognitively, socially, and emotionally and the implications of that development. For a child from a cultural background different from the teacher's or the majority of children, curriculum content which builds on the child's experiences will be more easily incorporated into existing cognitive structure and be more readily learned/understood. Teachers who know something about every child's background and use that knowledge to make the child feel comfortable with the material will increase a child's security, sense of belonging, and self-confidence, thereby enhancing learning and adaptation to school and Canadian culture in general. Because early experience influences later development, if young children are exposed to various ethnic groups and multicultural material in early childhood as an integral part of a curriculum, they will learn that multiculturalism is an integral part of life. This will facilitate participation as adults in Canada's multicultural society. (NEC)

ED 280 652 RC 016 164

Toro, Leonor; Avery, Robert S.
Venezuela. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 86
NOTE- 99p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; Biographies; *Cultural Background; *Cultural Education; Economic Factors; Elementary Education; Foreign Countries; Geography; Language Arts; *Latin American Culture; *Latin American History; Leaders; *Migrant Education; *Social Studies; Units of Study
IDENTIFIERS- *Venezuela

This bilingual English/Spanish social studies resource booklet provides an encyclopedia-style overview of Venezuela's history, geography, economy, and culture for teachers to use with migrant children in the elementary grades. Topics presented in the English portion include climate, land, people, customs, government, arts, food, culture, wildlife, and education. Parallels are drawn between the early exploration, imperialistic, and revolutionary periods of Venezuela and the United States and the present forms of government are compared. The more extensive Spanish section notes holidays, lists the 20 states and their capitals; names government leaders since 1830; and describes the geographic regions, form of government, principal products, history, music and dance, economy, flora and fauna, and petroleum industry. Biographical sketches introduce Simon Bolivar, Romulo Gallegos, and Jorge Mendez Castillo. Consisting mainly of narrative text, the booklet includes maps, illustrations, fact sheets, word searches and other activity pages, and an 11-item bibliography. (NEC)

ED 280 666 RC 016 183

Davis, E. Dale
The Lumbee Indians of Robeson County, North Carolina, and Their Schools.

PUB DATE- Dec 86
NOTE- 15p.; Paper presented at the National Conference of Christians and Jews (Rembroke, NC, December 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *American Indian Education; American Indians; Educational Change; *Educational Development; Educational Discrimination; Educational Facilities; *Educational History; Elementary Secondary Education; Equal Education; Ethnic Discrimination; Higher Education; Local History; School Community Relationship; School Segregation; *School Support; State History
IDENTIFIERS- *Lumbee (Tribe); *North Carolina (Robeson County); Pembroke State University NC

Since 1835 when a state constitutional convention denied them the right to attend school, the Lumbee Indians of Robeson County, North Carolina have established a strong educational system. Although another constitutional convention in 1868 mandated public school terms for all children, the county had few schools until 1885 and no schools specifically for Indians. Unaccepted by the white community and too proud to fit into segregated black communities, the Lumbees remained unschooled. In 1885, Hamilton McMillan sponsored legislation to establish a normal school in Robeson County to train Lumbee Indian teachers. Because most young people interested in training were illiterate, no work above grade seven was offered until 1926. In 1926 the first normal school graduates began teaching in Robeson County schools. Interest in education grew among the Lumbees and in 1939 the high school separated from the normal college. In 1940 the normal college, then Pembroke State College, awarded the first 4-year degrees. Today former Lumbee schools are desegregated and provide education for all Robeson County children. Pembroke State College was among the first southern colleges to remove all racial restrictions, admitting whites in 1953. During the 1960s, under its first Lumbee president, Pembroke State made the transition from a small, relatively unknown college to a fast growing regional university. The rest of the paper describes present-day Pembroke State University. (LFL)

ED 280 762 SO 017 901

McKitric, Eloise; Davis, Janet
Small Claims Court.
PUB DATE- Apr 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Civil Rights; *Court Litigation; *Court Role; Due Process; Hearings; Law Enforcement; Resource Materials; Social Studies
IDENTIFIERS- *Small Claims Court

The study examined individuals and companies who used small claims courts and the results of decisions reached in small claims cases.

A review of studies including an empirical study of two Ohio small claims courts monitored for 12 months made it clear that small claims courts need to be examined to determine if utilization and accessibility to this court system has improved for consumers. This study focused particularly on the activities of one small claims court in Wood County, Ohio from 1980 to 1985 where a random sample of 10% of the cases filed was examined. Questions were raised concerning who filed the complaints, the types of complaints, the winners, the magnitude of awards, and the information needed to utilize the system. The findings indicate that 58% of the plaintiffs were businesses while 98% of the defendants were individuals. In most cases, the judgement was in favor of the plaintiffs. The findings were similar to those of previous studies. The report offers some simple rules to follow when taking cases to these courts. Included are a list of references and a table of complaints filed. (KWL)

ED 280 824 SP 028 719

Lockledge, Ann

Elementary Classroom Observations: Offering a Menu.

PUB DATE- Nov 85
NOTE- 24p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Observation Techniques; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Staff Development; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Supervision; Teaching Skills

Research has provided a set of findings that administrators may find useful for observing teachers and evaluating their performance. One such research-based strategy, designed for elementary and middle school administrators, teachers, and supervisors, involves the entire school staff in designing teacher observations to fit the needs of the particular school and its personnel. The supervisory process includes the steps of: setting objectives; observing and recording data; analyzing data; providing feedback; taking corrective action; and critiquing. Observations are based on five classroom teacher roles: teacher as organizer; teacher as instructor; teacher as expediter; teacher as facilitator; and teacher as monitor. Goals in each of these areas are listed on the observation rating instrument, and research supporting these goals is described. Over 60 references are provided. (CB)

ED 280 840 SP 028 770

Freeman, Donald; Loadman, W. E.
Recommendations for Doctoral Guidance Committees Suggested by Follow-Up Studies at Two Universities. Research and Evaluation in Teacher Education: Program Evaluation Series No. 7.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Apr 85

NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Programs; Graduate Study; *Graduate Surveys; *Guidance; Higher Education; *Program Evaluation; Program Improvement; Research Methodology; Research Reports; *Student Attitudes; *Teacher Education
IDENTIFIERS- *Michigan State University; *Ohio State University

Analysis of followup studies of graduates of College of Education doctoral progams at Ohio State and Michigan State universities considered alumni perceptions of doctoral guidance committee activities in planning course work, preparing and administering comprehensive evaluations, and guiding dissertation research. Questionnaire responses from a total of 676 graduates from both programs were analyzed. Although demographic characteristics of the two groups differed significantly, most findings were consistent across both institutions in such areas as satisfaction with quality of assistance; evaluation of and satisfaction with course work; preparation for comprehensive examinations; and need for more preparation in research methodology for completion of their dissertations. Some striking contrasts were also found in such areas as the number of articles published based on their dissertations. Recommendations for guidance committees stemmming from survey responses include: (1) encouraging students to take meaningful coursework outside of the college of education; (2) ensuring that students get enough background in research methodology; (3) providing a clear sense of the content that will be tested in examinations; (4) maintaining high standards and offering constructive feedback to students when evaluating their performance; and (5) adding members, if necessary, to the guidance committees to ensure expertise in fields like research methodology and theory. (CB)

ED 280 639 RC 016 111

Pitcher, Sharman; And Others
Inservice Training via Telecommunications: Almost Like Being There.

PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College School Cooperation; Delivery Systems; *Disabilities; *Distance Education; Electronic Equipment; Electronic Mail; *Inservice Teacher Education; Postsecondary Education; Preschool Education; Preschool Teachers; *Rural Areas; Rural Education; *Special Education; *Telecommunications; Teleconferencing
IDENTIFIERS- *Utah State University

Provision of needed services to handicapped preschoolers in rural areas presents major challenges, primarily because of the lack of trained personnel. Federally-funded Project Hi Tech trained teaching staff of two preschools, one of them located almost 200 and the other over 300 miles from Utah State University, by using two-way audio-video telecommunications supported by more common forms of communication including telephone and electronic mail. The microwave signal transmission system utilized the existing state network with the addition of 23 gigahertz microwave radios at the two preschool sites. Other equipment included uni-directional and mobile microphones, broadcast-quality and home video cameras, standard television receivers, the Special Net data-base, and speaker phones. Training techniques utilized coincidental and microsession teaching, the "Let's Be Social" curriculum for handicapped children, and a planning procedure for determining training content. Data indicated that interactive, televised classroom sessions did provide consultants with sufficient information to formulate individual training plans for rural teachers and that rural teachers could follow the plans. The resultant procedures were effective in helping children acquire skills. Few difficulties were incurred due to hardware malfunction; only 4 of 58 scheduled training sessions had to be cancelled due to equipment failure. (NEC)

ED 280 697 SE 047 859

Penn, Linda
Young Scientists Explore the Human Body. Book 11 Primary Level.
REPORT NO.- ISBN-0-86653-352-4
PUB DATE- 86
NOTE- 43p.; Illustrated by Charlene Czerniak. For volumes 1-12 of this
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA686; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Educational Games; *Elementary School Science; *Environmental Education; *Human Body; *Learning Activities; Parent Participation; *Physiology; Primary Education; *Science Activities; Science Education; Science Experiments; Science Instruction; Songs

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. The activities specifically focus on the human body and encourage a positive self-concept. The theme of the first section is air--the breath of life. Activities and experiments in this section concentrate on the origin and function of oxygen and on the process of breathing. The second section contains exercises on the senses; a special science trivia and concentration card game, Brain Waves, is included to point out the uniqueness of the human brain. Directions and explanations for the activities are provided in the teacher/parent guide section. (ML)

DeBruin, Jerry
Young Scientists Explore Light & Color. Book 12--Intermediate Level. A Good Apple Activity Book.
REPORT NO.- ISBN-0-86653-358-3
PUB DATE- 86
NOTE- 36p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA690; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Color; Educational Games; Elementary Education; *Elementary School Science; Eyes; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; *Light; Physical Sciences; *Science Activities; Science Education; Science Instruction; *Vision; Visual Environment

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of light and color. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises are provided on such topics as: (1) refraction; (2) light reflection; (3) eyes and vision; (4) vision problems; (5) color and emotion; (6) holography; and (7) primary colors. (ML)

ED 280 732 SE 047 896

The Education Technology Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session on H.R. 3102 (February 19, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87
NOTE- 60p.; Serial No. 99-145.
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Demonstration Programs; Educational Finance; Educational Legislation; Experiential Learning; Federal Legislation; Financial Support; Grants; Hearings; *Science and Society; Science Education; *Science Programs; Secondary Education; *Secondary School Science; Teacher Education; *Technical Education; *Technological Literacy
IDENTIFIERS- Congress 99th

The Technology Education Act contends that technological literacy is a basic skill that should be taught in the public schools. This bill would authorize funding for fiscal year 1987 for model programs. Local educational agencies, state educational agencies, and institutions of higher education would be eligible for grants to establish demonstration programs. This act promotes the teaching of technology as part of the secondary curriculum and provides for teacher training, the development of new courses, and emphasizes hands-on experiences of technology principles. Statements contained in this report of the hearing before the House Subcommittee on Elementary, Secondary, and Vocational Education include those from: (1) Forrest Brummett, Past President of the Society of Manufacturing Engineers; (2) Paul DeVore, Professor of Technology Education, West Virginia University; (3) Thomas Hughes, Associate Director of Technology Education, Virginia Department of Education;

and (4) John D. Rockefeller, IV, United States Senator from West Virginia. (ML)

ED 280 747 SO 017 425

Wargacki, Julianne M.
Assimilation and Educational Determinants for Puerto Rican Children.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Cultural Influences; Culture Conflict; *Educational Opportunities; Limited English Speaking; *Migration; *Non English Speaking; *Urban Education
IDENTIFIERS- *Puerto Rico

To understand the problems that urban schools encounter educating Puerto Rican students, teachers must understand the history and culture of Puerto Rico, which has been a melting pot of many different cultures. North American culture became prevalent after the Spanish-American War (1898) and the passage of the Jones Act (1917), which gave U.S. citizenship to all Puerto Ricans. Citizenship led to Puerto Rican migration to the United States. Reaching its highest levels in the 1940's and 50's, three main reasons accounted for the Puerto Rican migration: (1) economics; (2) hope for upward mobility; and (3) encouragement from the Puerto Rican government. Puerto Ricans, however, did not find what they had expected and experienced problems with broken families, drugs, crime, and the differing values between home and school. Lack of knowledge of the history and culture of Puerto Rico, inadequate teaching and curricula, social and emotional disorientation, a sense of inferiority, and poor self-image have affected how second and third generation Puerto Ricans, the Neo-Ricans, currently view education. On the positive side more Puerto Rican students go to college and there is a renewed interest in the Spanish language even though English is the primary language of Puerto Rico. Still, recommendations for educating Puerto Ricans and promoting adjustment in communities must be found. To accelerate the learning and adjustment of first and second generation Puerto Ricans, recommendations have been made by the New York City Puerto Rican Study which include: (1) use of the experiential approach to understanding English; (2) the vocabulary and structural approach to speaking and writing English; and (3) a more direct approach to reading. Additionally, the schools need to assist parents of non-English speaking students in matters pertaining to the child's welfare. (APG)

ED 280 793 SO 018 086

Camp, Sharon L., Ed.; And Others
Towards Smaller Families: The Crucial Role of the Private Sector. Draper Fund Report Number 15.
Draper Fund, Washington, DC.; Population Crisis Committee, Washington, D.C.
PUB DATE- Dec 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Contraception; *Developing Nations; *Family Planning; *Females; Foreign Countries; Government Role; International Programs; Laws; *Medical Services; *Overpopulation; Private Agencies; *Sex Education
IDENTIFIERS- Colombia; Guatemala; India; Indonesia; Jamaica; Korea; Thailand

The Draper Fund was established within the Population Crisis Committee (PCC) in 1975. Contributions to the fund are used by the PCC to encourage and expand those activities which promise the greatest impact in slowing world population growth. Seven papers written around that theme are included in this report: "The Crucial Role of the Private Sector" (Mary Barberis and John M. Paxman); "Promoting Family Planning through Women's Development" (Kaval Gulhati); "Tapping Private Industry" (Bradman Weerakoon); "Enlisting Private Practitioners" (I-cheng Chi and May Huang); "Motivating Communities through Economic Incentives" (Mechai Viravaidya and Donald Weeden); "Social Marketing of Contraceptives" (William P. Schellstede and Bonnie B. Derr) and "Introducing New Contraceptives" (Sheldon J. Segal and Elsimar Coutinho). (BZ)

ED 280 809 SP 028 677

School Based In-Service Teaching: A Handbook.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 62p.; Product of the Asia and Pacific Programme of Educational Innovation for Development (APEID).
AVAILABLE FROM- UNIPUB 4611-F Assembly Drive, Lanham, MD 02706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Foreign Countries; *Inservice Teacher Education; *Non Western Civilization; Participative Decision Making; *Program Development; *Program Effectiveness; *Teacher Participation

This monograph presents the results of an exploration of the effectiveness of the School Based In-Service Training (SBIT) program for primary teachers. The program operates on the premise that the school is the largest and most appropriate unit for educational change, and that teachers not only have the capability to develop their personal and professional abilities in the school and community, but also need to be involved in the identification and articulation of their own training needs. Chapter I describes the experience and practices of countries participating in SBIT. Chapter II offers guidelines for the development of SBIT programs. In Chapter III, summaries of case reports are presented from five countries that conducted pilot/experimental studies on the use of SBIT programs as a response to the growing needs and demands of social and technological changes in the society in which the schools operate. These reports are from: (1) Napal; (2) Pakistan; (3) Papua New Guinea; (4) Republic of Korea; and (5) Thailand. The final chapter discusses the future potential of SBIT. (JD)

ED 280 855 TM 870 179

Young, Winnie Y.

Guide to the Use of Current Population Survey (CPS). Technical Report 24.

American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- AIR-87600-5-82-TR

PUB DATE- Apr 82

NOTE- 240p.; Some tables are marginally legible, and half of document is printed on colored paper.

CONTRACT- 300-80-0822

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Census Figures; Cohort Analysis; *Databases; *Data Collection; Data Processing; Elementary Secondary Education; Higher Education; *National Surveys; Population Trends; Research Design; *Sampling; Statistical Surveys

IDENTIFIERS- *Bureau of the Census

Suggestions and guidelines for using the Bureau of the Census' Current Population Survey (CPS) files are provided. CPS is based on the civilian component of a national probability sample of households and is conducted by the Bureau of the Census. The survey gathers employment data on a continuing basis, as well as supplemental information on such things as school enrollment, adult education, voting, and fertility. Currently, the Bureau surveys about 68,000 households monthly. The CPS consists of two independent probability samples; furthermore, each CPS sample consists of eight approximately equal subsamples, known as rotation groups. Because of this design, it is possible to make comparisons on a month-to-month and year-to-year basis. CPS files exist for each month; however, the supplemental items vary from month to month and are not immediately available to the public. The bulk of this document consists of appendices, including a list of supplemental data tapes, most of which are available for use with IBM equipment; publicly available CPS files; selected computer runs; information needed to access the SAS system file; and documentation for selected records. (GDC)

ED 280 898 TM 870 231

Weare, Jane; And Others
Interrater Reliability: A Selected and Annotated Bibliography of Articles Concerning Interrater Reliability.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cloze Procedure; Correlation; Essay Tests; *Interrater Reliability; *Mathematical Models; Rating Scales; Test Reliability; Test Validity

This annotated bibliography was developed upon noting a deficiency of information in the literature regarding the training of raters for establishing agreement. The ERIC descriptor, "Interrater Reliability", was used to locate journal articles. Some of the 33 resulting articles focus on mathematical concepts and present formulas for computing interrater reliability, while other articles are study reports and literature reviews. (LMO)

ED 280 927 UD 025 432

Mordkowitz, Elliott R.; Ginsburg, Herbert P.
Early Academic Socialization of Successful Asian-American College Students.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 86
NOTE- 20p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); *Asian Americans; Child Rearing; *Educational Attitudes; *Family Characteristics; Higher Education; *Parent Influence; *Parent Student Relationship; Recreational Activities; Secondary Education; Student Educational Objectives; Values
IDENTIFIERS- Mathematical Aptitude

This study of the home background of successful Asian-Americans found that specific aspects of home socialization can exert a positive effect on school adjustment and achievement. The study consisted of 90-minute structured interviews conducted with 15 Asian-American students (Harvard undergraduates or secondary school summer students--roughly equal numbers of Chinese, Japanese and Korean youth). Their families were found to motivate achievement by: (1) shaping very positive attitudes to learning; (2) underscoring the importance of the child's education by the parents' willingness to further that education by working harder to provide tutoring, moving into better school districts, etc.; (3) indicating high achievement expectations for the child and encouraging perseverance; (4) strictly controlling homework and recreational time; (5) providing accelerated exposure to the basic school curriculum prior to and outside of school; (5) encouraging children to deal with conflicts in a non-confrontational manner that encouraged self-control and increased concentration on academic work; and (6) excusing the child from daily household chores and economic contributions to the family unless doing so was essential. A de-emphasis on verbal activity was also found. The findings lend support to two theoretical trends in explanations of school achievement: the helplessness hypothesis and the home influence hypothesis. A list of references is included. (PS)

Need and Feasibility for Early Childhood Education in the Public Schools: A Report to Kansas State Board of Education.

Kansas State Dept. of Education, Topeka. State and Federal Programs Administration.

PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Needs; *Educational Planning; Preschool Children; *Preschool Education; Program Implementation; *Public Schools; *State Programs
IDENTIFIERS- *Kansas

The two parts of this report to the Kansas State Board of Education discuss the need for early childhood education, and the feasibility of early childhood education in the public schools. Data suggest a need for preschool education, especially for vulnerable children who cannot otherwise receive the benefits of education when they reach the age of 5 years. However, approximately two-thirds of Kansas respondents answered "no" when asked "Should the public school in your community be responsible for providing preschool education for 3- and 4-year-olds?" In the absence of a public mandate for the public schools to become the agency for preschool education, there must be other overriding reasons to consider such a change in policy. Such reasons include the fact that the family has changed in ways impacting negatively on the development of preschool-age children. Many children are at risk but do not meet the criteria of "exceptional" and therefore cannot be served since funding is restricted to identified handicapped children. Based on the conclusion that Kansas should implement early childhood education in the public schools, the report includes 10 recommendations for implementation. (RH)

ED 280 596 PS 016 438

Barnes, Carla L.; Fitzgerald, Hiram E.
The Cognitive Demands of Fathers' and Mothers' Questions to Their Preschoolers.
PUB DATE- Sep 86
NOTE- 9p.; Paper presented at the Biennial International Conference on Infant Mental Health (2nd, Chicago, IL, September 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Environment; *Fathers; *Mothers; *Parent Child Relationship; Parent Influence; *Preschool Children; Preschool Education; *Sex Differences; *Verbal Communication
IDENTIFIERS- Dyadic Interaction Analysis

A study was made to determine whether fathers and mothers provide different types of linguistic and cognitive experiences for their preschool children. Sixteen preschoolers, divided into two groups by age and sex, participated in the study with their parents. During home visits each child was observed interacting with each parent individually. Each dyad was audiotaped and videotaped while playing with play-doh or looking at a picture book for up to 30 minutes. Parental questions were coded for level of distancing strategies. A parental warmth measure assessed parental actions that expressed enthusiasm, playfulness, enjoyment of the child, enjoyment of doing something with the child, compassion, or understanding. A parental sensitivity measure globally rated parents' sensitivity to their child's cognitive level, emotional state, and physical state. Results indicated that task situation and sex of the child influenced parental speech and interaction with their preschool children. Fathers and mothers were comparable in their cognitive demands. The task in which the dyad engaged was important in the use of distancing strategies. Sex of child contributed to differential treatment. Although all parents exhibited warmth and sensitivity, parents of daughters exhibited more warmth and greater sensitivity than did parents of sons. (RH)

Schaaf, William L.
The High School Mathematics Library. Eighth Edition.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-238-4
PUB DATE- 87
NOTE- 92p.; For the seventh edition see ED 214 772.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($7.80; 10 or more copies 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; High Schools; *Instructional Materials; *Mathematics Instruction; *School Libraries; Secondary Education; *Secondary School Mathematics; Two Year Colleges

This eighth edition of the bibliography reflects changes in emphasis in the secondary school mathematics curriculum. The booklet is addressed primarily to high school students of all ability levels and to their mathematics teachers, and should also be of interest to students and instructors of mathematics in two-year colleges as well as librarians in both public and school libraries. About 200 titles of books published since 1980 have been added and obsolete titles were deleted; the entire list numbers about 1,000 books. Certain titles are starred as a guide where library budgets are limited. The books, most with a brief annotation, are listed by category: expository mathematics; foundations and philosophy of mathematics including logic; history and cultural evolution of mathematics; biographies and personalities; science and mathematics; recreational mathematics; arithmetic, numeration, computation; algebra, calculus, analysis; geometry; topology, networks, polyhedrons; theory of numbers; probability, statistics; metric measures; computer science; professional books for teachers; dictionaries and handbooks; publications of the National Council of Teachers of Mathematics; publications of the Mathematical Association of America; and periodicals and journals. An appendix lists addresses for current publishers. (MNS)

ED 280 763 SO 017 933

Nagel, Stuart
Using Microcomputers for Teaching.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *College Curriculum; *Computer Assisted Instruction; *Controversial Issues (Course Content); Higher Education; *Instructional Improvement; Instructional Materials; Instructional Systems; *Microcomputers; Political Science; Research Methodology; Social Science Research; Teaching Methods; Teamwork

The usefulness of microcomputers for teaching social science research methods has been the subject of numerous articles. This article describes how microcomputers can be used to teach public policy content, particularly topics involving controversial issues. The discussion is organized into four sections. Section 1, "Four Important Elements," recommends the substantive microcomputer approach for use with class sessions organized in terms of controversial issues where students have access to shared microcomputers each session. It also suggests that, in order to maximize the learning experience, microcomputers be accessible to data files for each controversial issue and that data files have access to software capable of processing data. The other sections are: (2) "Benefits and Objectives"; (3) "Specific Procedures"; and (4) "Miscellaneous Pointers for Teaching Subjects with Microcomputers." (KWL)

ED 280 779 SO 018 043

Samuelsen, Mary Lou

Ecuador--Land of Contrasts. Kindergarten-Third Grade.

PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Art Activities; *Cultural Awareness; *Cultural Education; Foreign Countries; Grade 1; Grade 2; Grade 3; *Interdisciplinary Approach; Kindergarten; Locational Skills (Social Studies); Primary Education; Units of Study
IDENTIFIERS- *Ecuador

This primary social studies unit, designed to teach an awareness of the Americas, is appropriate for teaching kindergarten through third grade students about Ecuador. The activities could easily be adapted to fit Mexico and many other countries in Central and South America. Eleven basic concepts are developed in this unit. The concepts are: (1) "We live on the North American continent"; (2) "The South American continent is south of North America"; (3) "Ecuador is a country in South America"; (4) "Ecuador is a land with high volcanic mountains, valleys, a sea coast, and jungles"; (5) "The climate of Ecuador is different than Indiana"; (6) "Ecuador has different kinds of plants"; (7) "Ecuador has many different kinds of animals"; (8) "The people in Ecuador speak different languages"; (9) "The people in Ecuador may dress differently than we do"; (10) "The people in Ecuador enjoy stories and music that are different than ours"; and (11) "The flag of Ecuador is different from our flag." Activities are designed to teach each concept through a variety of teaching methods and materials. Map, art, reading, Spanish language, and cultural appreciation skills are developed. There are several attitudinal goals for this unit. These are: (1) children will have an appreciation for a different culture; (2) children will realize, that although a culture may be quite different, people have the same basic feelings and needs; and (3) children will realize that our culture is dependent on other countries for certain products. Directions for initiating and concluding the unit are suggested. In one activity, an Ecuadorian market day, the students sell items resembling those sold in an actual market in booths constructed using sheets, ladders, and chairs. The students buy items with paper money resembling Ecuadorian money. The unit concludes with patterns of a monkey, a donkey, and a parrot to cut out for use in the activities. A brief bibliography is included. (APG)

ED 280 869 TM 870 197

Lewellen, James R.
Multiple Measures and Needs Assessment.
PUB DATE- Nov 84
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Orlando, FL, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; Higher Education; *Informal Assessment; *Interviews; *Needs Assessment; Questionnaires; Surveys; Teaching Guides; Test Construction; *Tests; *Test Selection

This document presents instructor's materials for a unit on use of tests and measures for conducting needs assessment. It also contains material for 11 transparencies and 4 exhibits (list of 20 informal measures; tips on selecting and using tests; tips on selecting measures; and tips on conducting the interview). It is assumed that needs assessment is conducted for individual students, grade levels, individual schools, professional staff, service personnel, or community residents. It is also expected that a needs assessment uses a variety of formal and informal measures. Topics include: (1) formal assessment procedures (norm-referenced achievement tests, group or individual diagnostic tests, and criterion-referenced tests); (2) informal assessment procedures, such as teacher-developed tests; and (3) quasi-formal techniques (interviews and survey questionnaires). Sample survey questions are included in the transparencies. An evaluation form for this presentation is also included. (GDC)

ED 280 884 TM 870 214

Halfar, Christine; Falletta, John
Ranking of Schools by Reading Achievement, 1986. OEA Analytic Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jan 87
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Grade Equivalent Scores; Norm Referenced Tests; Public Schools; *Reading Achievement; *Reading Tests; School Effectiveness; *School Statistics; School Surveys; Scores; *Test Results; Urban Schools
IDENTIFIERS- Degrees of Reading Power; *New York City Board of Education

This document contains 49 pages of tables presenting data ranking schools' reading achievement in New York City. Scores are from the Degrees of Reading Power test administered in grades 3 to 10 in 1986. This report complies with the New York City Decentralization Law's requirement that each school be ranked by the percentage of pupils reading at or above grade level. Any school falling in the bottom 45 percent is allowed to hire its teaching personnel through alternative procedures. It is strongly suggested that these data alone not be used as a measure of school effectiveness, especially in terms of selecting a school. Reading grade level is defined as the median score, or fiftieth percentile, established by the test publisher. For each grade, this score divides the sample into an upper and lower half. To compute the school rank, the score of each student was compared with the grade level score from the test publisher's norms, and the number of students scoring at or above that point was determined. Data on limited English speaking students and results from the 1985 test, using the California Achievement Tests, are also included. (GDC)

ED 280 913 UD 025 413

The 1984-1985 Dropout Report. OEA Analytic Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Feb 86
NOTE- 42p.; For the 1985-86 report, see UD 025 433. Prepared by the Analytic Studies Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Rate; Graduates; High Schools; *High School Students; *School Holding Power; *Student Attrition; *Urban Schools
IDENTIFIERS- New York City Board of Education

This report provides statistics on students discharged as dropouts during the 1984-85 school year. Annual dropout percentages are presented for individual high schools, for all high schools, and system-wide. In addition, the projected four-year dropout rate is presented for the high schools and for all schools in the system serving students age 14 and over. Dropouts are defined as those students who left school without receiving a diploma, who did not enroll in another educational setting, and who have not been counted as dropouts in previous years. The major finding reported is that, for the first time since the school system began producing annual dropout reports in 1978, there has been a clear decline in the dropout rate. A total of 9.4 percent of the city's 261,000 high school students were first-time dropouts in 1984-85, as were 10.3 percent of the 307,000 students age 14 and over, system-wide. Improvement occurred in every part of the school system, particularly among students making the transition from middle to high school. Accompanied by an increase in the rate of high school graduates, the decline in the dropout rate indicates that the school system is increasing its holding power. The report includes five statistical tables and four appendices: (1) a description of study procedures; (2) admission and discharge codes; (3) history of dropout accounting in New York City; and (4) data on dropouts and graduates, 1984-85. (KH)

ED 280 612 PS 016 465

Bellew, Carol
A Five-Year Study of Chapter 1 Student Records in Selected Pennsylvania School Districts. Final Report.
Pennsylvania State Dept. of Education, Harrisburg.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 87
NOTE- 56p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, KS, October 29-November 1, 1986).

CONTRACT- 400-86-0028
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Elementary Education; Elementary School Students; Program Effectiveness; Remedial Mathematics; *Remedial Programs; Remedial Reading; *School Districts; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Pennsylvania

To determine the accomplishments of children after they had left the Chapter 1 program, a study was made of data from existing school records in six Pennsylvania school districts. The study began in March 1986 with data on 805 students who were in second grade in 1980-81. These included 490 students who were in Chapter 1 programs that year and 315 low achieving students from buildings not eligible for Chapter 1 funds. Data on achievement, attendance, retentions, and participation in other categorical programs were collected from the spring of 1980 through the spring of 1985, covering the period between the end of the students' first and sixth grades. Of six research questions, five dealt with the attainments of Chapter 1 students after they had left the program and one dealt with the patterns of categorical services students received. Results indicated that the Chapter 1 program had a positive impact on the achievement of the participants. They also suggested that Chapter 1 students differed from low achieving students from schools with a higher socioeconomic status and tended to have multiple problems associated with low achievement that makes raising their achievement levels difficult. It is concluded that continued supportive services of some type may be necessary to raise such students' achievement. (RH)

ED 280 626 RC 015 863

Mock, Karen R., Comp.
Multicultural Early Childhood Education Bibliography and Resource List.
PUB DATE- 31 Oct 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Bilingual Education; Books; Childrens Literature; Cultural Awareness; Curriculum Development; *Early Childhood Education; Educational Resources; Ethnicity; Foreign Countries; Immigrants; *Information Sources; *Instructional Materials; *Minority Groups; *Multicultural Education; Periodicals; Racial Factors; Teacher Education Curriculum
IDENTIFIERS- *Canada

Compiled for early childhood educators, this list of resources for multicultural education provides a total of 153 entries in the categories of readings for teachers, curriculum materials, nonprint media, children's books, resource bibliographies and catalogues, Canadian periodicals, and resource agencies. Brief annotations accompany most entries. Some references are specific to Canada, but most are of general interest. Texts and collected readings (39 entries) cover recommended background reading for educators at all levels. Articles (29 entries) cover topics such as model programs and school practices that improve race relations. Curriculum materials (14 entries) include guides for teachers, pamphlets, coloring books, activity books, and a guide to Canadian holidays. Nonprint media (13 entries) list films and records for use with students of all ages, teachers, and parents. Children's books (25 entries) include stories from many cultures as well as immigration and newcomer experiences from a child's viewpoint. Resource bibliographies and catalogues (13 entries) provide information sources for multicultural curriculum materials, children's books, and films. The six Canadian periodicals listed deal with culture and/or young children. Sources of further information (14 entries) give names and addresses of centers, agencies, and associations offering materials pertaining to culture, immigration, multiculturalism, ethnicity, racism, and related issues. (JHZ)

ED 280 653   RC 016 165

Toro, Leonor; Doran, Sandra
Colombia. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 86
NOTE- 148p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven

Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; Biographies; Cultural Activities; *Cultural Background; *Cultural Education; Economic Factors; Elementary Education; Foreign Countries; Government (Administrative Body); Holidays; Language Arts; *Latin American Culture; *Latin American History; Leaders; Migrant Children; *Migrant Education; Periodicals; *Social Studies; Units of Study
IDENTIFIERS- *Colombia; Recipes (Food)

Written for teachers to use with migrant children in elementary grades to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural background information on Colombia and features biographies of Colombian leaders and artists. A table of contents indicates the language--Spanish or English--in which the topics are written. The quarterly provides an encyclopedia-style overview of Colombia's history, geography, government, economy, culture, and society. It provides biographies of Gonzalo Jimenez de Quesada, Simon Bolivar, and Gabriel Garcia Marquez; discusses pre-Colombian culture; and describes major Colombian cities and places of interest. A map of the country, list of governmental divisions with average temperatures, list of holidays, drawings of representative flora and fauna, and music and words of the national anthem are included. Christmas and other celebrations and the Bambuco (the national dance) are described and recipes for traditional Colombian foods presented. Activities include vocabulary matching, crossword puzzles, map labelling, and Spanish and English word games. A 26-item bibliography of books in Spanish and English is given. (LFL)

ED 280 825 SP 028 720

Greene, Myrna L.; And Others
Evaluating the Effectiveness of Alberta's Teacher Education Programs in Preparing Classroom Teachers.
PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; Teacher Attitudes; *Teacher Education Programs; Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Alberta

A brief description is given of an ongoing comprehensive model of program evaluation that has as its major goal the improvement of teacher education. The creation of the Committee for Evaluating Teacher Education Programs (CETEP) was the result of a collaboration among three Canadian universities that developed a conceptual framework for evaluation of teacher education programs.

The model provides a focus for research discussions, a framework for designing collaborative projects, a basis for collecting and sharing common data, and an opportunity for sharing research findings. A description is given of the results of the first study conducted by CETEP, a follow-up study of the graduates of Alberta's teacher education programs. The major problem addressed by the study was the limited amount of current information available to decision makers about the strengths and weaknesses of teacher preparation programs offered by Alberta universities. Eleven basic questions served as guides for designing the study and analyzing the data. The questionnaire was designed to obtain teachers' views on the significance of various components of their teacher education program. Open-ended questions on the strengths, shortcomings and desired changes in preservice preparation programs were also included. A summary is presented of the results of the study with particular emphasis on the questionnaire and interview results. The summary results are organized according to the eleven research questions that guided the development and conduct of the study. (JD)

ED 280 841 SP 028 771

Book, Cassandra; Freeman, Donald

Comparing Backgrounds and Educational Beliefs of Elementary and Secondary Teacher Education Candidates. Research and Evaluation in Teacher Education: Program Evaluation Series No. 8.

Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Apr 85
NOTE- 22p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Comparative Analysis; Educational Background; *Education Majors; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Secondary School Teachers; *Student Attitudes; *Student Characteristics; Teacher Influence; Teacher Responsibility; Teacher Role

This study compared the demographic characteristics and career aspirations of teacher education elementary and secondary school candidates. A sample of 174 elementary education majors and 178 secondary education majors completed the "Entering Teacher Candidate Survey," a 210-item questionnaire investigating high school background and activities, college background, career plans, general orientation to teaching, general background information, and educational beliefs. Analysis of responses indicated that the two groups differed in several important areas. A relatively large number of elementary education majors had fairly weak backgrounds in science and mathematics when compared to secondary education majors. Elementary education majors were more likely to have participated in teaching activities involving groups of children. A higher proportion of elementary than secondary majors were committed to a career in teaching. They also regarded coursework in instructional methods and educational psychology as important sources of professional knowledge. Secondary education majors showed a stronger commitment to teaching subject matter, while elementary education majors showed a stronger orientation towards students. The educational beliefs of the two grroups were remarkably similar. (CB)

ED 280 899 TM 870 262

Help Your Child Improve in Test-Taking.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Learning Strategies; *Parent Materials; Parent Teacher Cooperation; Standardized Tests; Study Skills; Teacher Made Tests; *Test Anxiety; *Test Coaching; *Test Wiseness

This leaflet describes simple techniques for developing children's ability to do well on tests, as derived from research done through the Office of Educational Research and Improvement. Suggestions for parents are divided into five sections: (1) Why Test?; (2) Ask the School; (3) Avoid Test Anxiety; (4) Do's and Don'ts; and (5) After the Test. Check lists offer step-by-step methods for reducing test anxiety, preparing for tests, taking tests, judging a child's progress, and encouraging good study habits. (LMO)

ED 280 667 RC 016 184

Children and Families in the Midwest: Employment, Family Services and the Rural Economy. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Galesburg, IL, August 11, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 87
NOTE- 214p.; Some pages contain marginally legible print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; Coping; *Dislocated Workers; Economic Factors; *Family Problems; Family Violence; Farmers; Government Role; Health Needs; Hearings; Job Layoff; Personal Narratives; Quality of Life; *Rural Economics; *Rural Family; Rural Farm Residents; Stress Variables; Underemployment; *Unemployment
IDENTIFIERS- Congress 99th; *Economic Effects; Economic Impact; *Illinois (Central)

The House select committee met to hear testimony from parents, children, service providers, and researchers concerning the effects of job and income loss on families in central Illinois. The testimony of the first panel consisted of personal narratives. A high school student whose parents may move the family in order to find better paying jobs discussed the threat of leaving friends, relatives, and school. Three men discussed personal and family hardships that resulted when they were laid off from jobs in farm machinery manufacturing. Another man told how he feels about raising a family while working at a minimum wage, dead-end job. Two social workers from agencies serving families in the region discussed the effects of chronic unemployment on families, as well as economic crisis. The second panel consisted of researchers and service providers. Their testimony outlined the effects of the long-term agricultural depression on rural health care, examined the parallels between 1930s depression families and today's farm families, reported perceptions of farm residents regarding quality of life and levels of stress, and documented the need for mental health and other family support services. This report includes transcription of the hearing proceedings, prepared statements, letters, and supplemental materials. (JHZ)

ED 280 698 SE 047 860

Penn, Linda
Young Scientists Explore Wild Plants and Animals. Book 12 Primary Level.
REPORT NO.- ISBN-0-86653-351-6
PUB DATE- 86
NOTE- 42p.; Illustrated by Liz Weiser. For volumes 1-12 of this series, see SE 047 848-860.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95--GA687; $47.40 for set of 12 titles--GA1104).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Educational Games; *Elementary School Science; *Environmental Education; *Learning Activities; Parent Participation; Physical Environment; Primary Education; Puppetry; *Science Activities; Science Education; *Science Instruction; Songs; Wildlife
IDENTIFIERS- *Plants (Botany)

Designed to present interesting facts about science and to heighten the curiosity of primary age students, this book contains activities about the natural world and numerous black and white illustrations. This activity book explores easily recognized animals, along with a few not-so-well-known plants. The theme of the first section is fall wildlife in the fields and includes experiments, games and art activites with wild plants and animals. Forests are highlighted in the second section. The third section explores winter wildlife through exercises on penguins, Antarctica, and on wildlife trivia. Answer keys are provided in the teacher/parent guide section. (ML)

ED 280 715 SE 047 877

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (60th, Washington, DC, April 23-25, 1987).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 206p.; For 1986 abstracts see ED 266 044.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Biology; Chemistry; *Cognitive Processes; Computer Assisted Instruction; Concept Formation; Curriculum Development; Elementary Secondary Education; Experiential Learning; Higher Education; Learning Strategies; Microcomputers; Misconceptions; Physics; Problem Solving; Process Education; *Science Curriculum; Science Education; *Science Instruction; Science Teachers; *Sex Differences; Skill Development; Student Attitudes; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Science Education Research

Abstracts of most of the papers, symposia, and poster sessions presented at the 60th conference of the National Association for Research in Science Teaching (NARST) are provided. Subject areas addressed include: videodisc technology; problem solving; cognitive learning; attitudes toward science; teaching strategies; science, technology, society; learning in informal settings; science process skills; gender differences; teaching with microcomputers; textbooks and instructional materials; information processing; wait time and questioning techniques; teacher concerns; science curriculum; teacher education; misconceptions in science; philosophy of science; and cross-cultural research. (ML)

ED 280 794 SO 018 097

Abegaz, Berhanu, Ed.
The Economic Demography of Mass Poverty.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 86
NOTE- 156p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Demography; *Developing Nations; Development; *Economic Factors; *Family Size; Food; Foreign Countries; Higher Education; Hunger; Living Standards; *Poverty; Poverty Areas; *World Problems
IDENTIFIERS- Bangladesh; Brazil (Sao Paulo); Ghana; Nigeria; West Africans

The four papers in this volume discuss various facets of the poverty-demography interaction: the rationale for the desired family size of the poor, the problems of attaining such size, the effect of family size/structure on household economy, and the future well-being of the children of the poor. "Mass Poverty, Demography, and Development Strategy: A Selective Survey" (B. Abegaz) is a selective survey of the major economic and demographic characteristics of mass poverty. "Poverty and Household Responses in Rural Bangladesh (Q. M. Khan) explores the linkages between rural poverty and demographic behavior, using 1976-77 data from the Rural Poverty Survey of Bangladesh. "Child Fostering and High Fertility Interrelationships in West Africa" (U. C. Isiugo-Abanihe) examines the interrelationships between socio-cultural and demographic events that arise from the prevalent practice of child fostering, with an emphasis on the practice in Ghana and Nigeria. "Underdevelopment, Urban Growth, and Collective Social Action in Sao Paulo (Brazil)" (C. H. Wood and S. D. McCracken) raises a host of philosophical and substantive issues concerning the nature of the urban labor market in Sao Paulo, Brazil. (BZ)

Early Childhood Services: Philosophy, Goals and Program Dimensions.
Alberta Dept. of Education, Edmonton. Early Childhood Services.
PUB DATE- Jan 84
NOTE- 22p.; For an earlier interim edition of this handbook, see ED 221 287. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Community Programs; Coordination; Developmental Programs; Educational Principles; Foreign Countries; Health; *Individual Development; *Intervention; Nutrition; Parent Participation; *Preschool Children; Safety; *Social Services; Staff Development; State Programs
IDENTIFIERS- *Alberta; Early Childhood Services

This document describes the early childhood services program in Alberta, Canada and its goals for accomplishment with children, within families, and in the community. Early Childhood Services (ECS), Alberta Education, is concerned with the provision of a coordinated system of local, regional, and provincial programs and services to meet the developmental and special needs of young children and their families. Included in the system are government departments which have responsibility for health, social, educational, and recreational services for children and their families and for the training of staff. Material covered in the document is intended for use by parents, staff, and community services as a guide for the development, implementation, and evaluation of local, regional, and provincial programs; and for the identification of staff development and parent needs. Section I outlines the beliefs and principles guiding ECS activities. Section II states ECS goals. Comprising half the guide, Section III describes program dimensions, including those centered on children's self-concept, physical, social, emotional, intellectual, and creative development, as well as staff development, parent participation, health, and coordination of community services. The guide is illustrated with numerous black and white photographs. (RH)

ED 280 597 PS 016 439

Murdzeva-Skaric, Olga
Parental Roles Change.

PUB DATE- Jul 86
NOTE- 12p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; *Fathers; Foreign Countries; Interpersonal Relationship; *Mothers; Parent Influence; *Parent Role; Personality; *Social Change
IDENTIFIERS- *Reciprocity; *Yugoslavia

Discussed are theoretical and empirical points regarding parental roles in Yugoslavia, with a view toward practical implications for all society. Content focuses on (1) the importance of the change of maternal and paternal roles from the complementary, traditional type of relationship to a reciprocity of parental activities in childrearing; and (2) how the traditional type of motherhood and fatherhood affects the development of personality and interpersonal relationships. Particular attention is given to explaining the domination of women by men in traditional society. In view of the discussion it is recommended that the education of children should be equally distributed between fathers and mothers in the family and between men and women in the wider social community, that all organized social forces involved in youth education should systematically work to develop strategies and methods for moving beyond traditional parental roles, and that in all social contracts, self-management agreements, resolutions, and other documents, emphasis should be given to the measures needed to enable both parents to take equal care of their young children. (RH)

Dannenbring, Gary L.; Krueger, Frederick H.
The Arrowhead Student Information System: Managing Information on Special Education Referrals in a Rural Environment.
PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Design Requirements; Educational Diagnosis; *Handicap Identification; Information Centers; Information Needs; *Management Information Systems; *Organizational Communication; *Program Design; Program Development; Referral; Regional Programs; Rural Education; Rural Schools; *Special Education; Staff Role
IDENTIFIERS- Iowa

A computerized referral management system, the Arrowhead Student Information System, has enhanced communication among special education staff members in rural Iowa. The system serves a 45-district intermediate level service unit which identifies and serves children from birth to 21 years who require special education from a student and preschool population of approximately 40,500. Information needs which prompted establishment of the system include difficulties in coordinating teacher referrals; evaluation by several staff members; setting up appropriate programs for students; requirements for gathering information needed at federal, state, and local levels; and program evaluation and research. Factors considered in designing the information system include use of ordinary English on regular reports; reduction of codes; usefulness to all staff, not just administrators; staff design and modification of the system to accommodate actual practices and procedures; selection of one in-house person to coordinate system design and programming; and financial considerations in selection of hardware and software. The Arrowhead Student Information System consists of an IBM PC-AT computer as non-dedicated file server and several IBM PC-XT computers as workstations. Software developed using the

KnowledgeMan data management package consists of student information, referral management, program and support service data, discipline-specific, and report-generating databases. (LFL)

ED 280 733 SE 047 897

Chung-il, Yun; And Others
Korean Education 2000.
Korean Central Education Research Inst., Seoul.; Korean Educational Development Inst., Seoul.
PUB DATE- 85
NOTE- 415p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Educational Change; *Educational Development; Educational Improvement; *Educational Objectives; Foreign Countries; *Long Range Planning; *National Programs; Science Education; Skill Development; Vocational Education
IDENTIFIERS- *Korea

Designed to serve as a resource for educational planners, administrators, and concerned individuals, this report reviews elements of Korea's long-term educational development plan. An introductory section presents basic positions about major educational issues that are related to planning for a long-term educational development. Part one traces Korean education from the past to the present with specific reference to its relevancy to changing milieu, and suggests the direction of educational development. Issues are addressed in section two which focus on humanization, equality in education, improvement of educational contents, methods and facilities, education in basic sciences and technology, skill education, vocational education and career guidance, development of high-level manpower and education in preparation for the future. Section three discusses the reform of the educational system, the professionalization of teaching and educational administration, research and development, and educational finance. Concluding statements are offered and present a profile of Korean education in the 2000's. (ML)

ED 280 748 SO 017 466

Schwartz, Donald; Bromberg, Lloyd
"The New York Times" in Global Studies Courses.
New York Times Co., N.Y.
PUB DATE- 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Cross Cultural Studies; *Cultural Awareness; Curriculum Guides; *Global Approach; Instructional Materials; *International Studies; Learning Activities; Resource Materials; Secondary Education; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- Global Studies; Newspaper In Education Program

Realizing that U.S. citizens are affected by developments in even the most remote parts of the globe and that sophisticated technologies have increased contacts among cultures around the world and building upon the basic objective of global studies which is to prepare students for effective citizenship in an interdependent world, this guide provides instructional materials on global concepts such as economic interdependence, the migrations of people, environmental interdependence, cultural diffusion, the communications revolution, and cultural diversity. The materials emphasize reading and writing and require students to classify and organize materials, to identify cause and effect, and to make reasonable judgements. The exercises emphasize students' reasoning ability by requiring them to analyze and synthesize, and to use critical thinking and problem-solving skills. Sample lessons are provided, each of which utilizes a different section of "The New York Times" and highlights a particular global education concept. (KWL)

ED 280 764 SO 017 994

Patrick, John J.; Keller, Clair W.
Lessons on the Federalists Papers: Supplements to High School Courses in American History, Government, and Civics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.; Organization of American Historians, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-00-9
PUB DATE- 87
NOTE- 90p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($10.00, plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Civics; Course Content; High Schools; Instructional Materials; Learning Activities; *Lesson Plans; Resource Materials; Secondary School Curriculum; *Social Studies; Teaching Guides; Teaching Methods; *United States Government (Course); *United States History

Studying ideas from the Federalist papers provides high school students with an opportunity to examine the first principles of U.S. civic culture. By increasing their knowledge and appreciation of the basic ideas in the Federalist papers, students develop civic literacy that is likely to enhance their participation in a free society. This volume contains teaching plans for ten lessons: (1) "Federalists versus Antifederalists"; (2) "What Is The Federalist?"; (3) "Limited Government and the Rule of Law in The Federalist, Numbers 23, 51, 53, 70"; (4) "Federalism and Republicanism in The Federalist, Numbers 9 and 39"; (5) "Separation of Powers with Checks and Balances in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 78, 80, 81"; (7) "National Security with Liberty in The Federalist, Numbers 4, 23, 41"; (8) "Popular Sovereignty and Free Government in The Federalist, Numbers 10, 39, 51"; (9) "Hamilton, Madison, and the Bill of Rights"; and (10) "Chronology of Main Events Associated with the Origin and Writing of The Federalist." The content and purposes of the lessons, their characteristics, and how to select and use them are thoroughly explained in the notes to teachers. Selected papers from The Federalist are included in the appendix. (KWL)

ED 280 810 SP 028 687

Norton, Ruth A.
Ownership & Function: A Case Study of an Inservice Project.
PUB DATE- 14 Nov 86
NOTE- 56p.; Paper presented at the Annual Meeting of the California Education Research Association (65th, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Group Dynamics; *Informal Leadership; *Inservice Teacher Education; *Program Development; Role Perception; Teacher Participation

The inservice project described in this case study involved three role groups--leaders, consultants, and teachers--in a collaborative effort to plan, implement, monitor and evaluate an inservice program. The program combined strategies for teaching writing with strategies for teaching reading in the content areas, while maintaining the integrity of the two original programs. The first section of this paper includes background information on the inservice project. The second section reports the findings, which are based on a content analysis of field notes taken during program sessions. The analysis is designed to answer two questions: (1) What was the function of each role group? and (2) Which role group took ownership of the project? Comments of each role group, collected through participant observations, were analyzed to discover emerging themes. The third section relates findings and includes implications for inservice and suggestions for further research. The results indicated that each role group served multiple functions, had a distinctive purpose, and had an impact on the project. Over a period of time, the teacher role group took ownership of the project. The appendixes provide a dialog and charts showing the process and some end products of the effort described in this case study. (JD)

ED 280 856 TM 870 182

Wise, Lauress L., II
The PROC BRRVAR Procedure: Documentation. Technical Report No. 28.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87600-3-83-TR
PUB DATE- Mar 83
NOTE- 48p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Higher Education; National Surveys; *Sampling; Statistical Analysis; Statistical Bias
IDENTIFIERS- *Balanced Repeated Replication; *Sampling Error; Statistical Analysis System

BRRVAR, which uses the Balanced Repeated Replication approach, was designed for use with the Statistical Analysis System (SAS). It was created for the National Center for Education Statistics, to enlarge their capacity to estimate and analyze sampling errors for statistics generated from educational surveys with complex sampling designs. BRRVAR requires that the primary sampling units be organized into pairs that reflect the actual sampling design. Common statistics are generated, including sums, means, standard deviations, covariances, correlations, and regression coefficients. For each statistic, an overall estimate is computed along with the estimate of the standard error of the statistic and the approximate 95% confidence bounds for the statistic. The appendices include examples of an input dataset, SAS statements and output, and a computer program listing. (Author/GDC)

ED 280 870 TM 870 200

State Tests and High School Graduation Reference Group Summaries 1985-86 School Year.

New York State Education Dept., Albany. Div. of Educational Testing.

REPORT NO.- DET-786
PUB DATE- 86
NOTE- 84p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; County School Districts; Elementary Secondary Education; Graduation Requirements; *Local Norms; Mathematics Tests; Minimum Competency Testing; Reading Tests; School Districts; *School Statistics; *State Norms; *State Programs; Student Evaluation; *Testing Programs; *Test Norms
IDENTIFIERS- *New York; Writing Tests

This booklet contains reference group summaries for the Pupil Evaluation Program tests, the preliminary competency tests, the Regents competency test, and the Regents examinations that were administered during the 1985-86 school year in New York State. Summaries are also included for high school graduation results. Results are presented in tabular form for the following reference groups: (1) total state; (2) public schools by type of community or school district (New York City, large-size cities, medium-size cities, small-size cities, large-size central and village districts, medium-size central districts, small-size central districts); (3) public schools by county; and (4) nonpublic schools. The data in this booklet allow school administrators to compare the data for their schools and/or school districts with those for various reference groups in New York State. (LMO)

ED 280 885 TM 870 215

McGrail, Janet; And Others
Looking at Schools. Instruments and Processes for School Analysis.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 124p.
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; *Administrator Evaluation; Costs; *Educational Environment; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; Observation; Questionnaires; *School Community Relationship; School Effectiveness; Standardized Tests; *Student Evaluation; *Teacher Evaluation; Test Results; *Test Use

This directory reviews a variety of instruments that may be used by educators to assess the performance of students, teachers, and administrators; school climate effectiveness; and school-community relations. The instruments were selected on the basis of their sound technical quality, ease of availability, and proven utility. The student achievement tests included are: (1) California Achievement Tests; (2) Comprehensive Tests of Basic Skills; (3) Iowa Tests of Basic Skills; (4) Tests of Achievement and Proficiency; (5) Metropolitan Achievement Tests; (6) SRA Survey of Basic Skills; and (7) Stanford Achievement Tests. The following instruments are included for assessing teacher performance: (1) Georgia Teacher Performance Assessment Instruments; (2) Missouri Performance Based Teacher Evaluation; (3) the Toledo Plan--Intern, Intervention, Evaluation; and (4) NTE Programs. Instruments included for the measurement of administrators performance are: (1) the Profile for Assessment of Leaders; (2 Missouri Performance Based Superintendent and Principal Evaluations; (3) the Profile of a School; (4) Administrator Management-by-Objectives Appraisal System; (5) the Evaluation of Principals as Instructional Leaders; and (6) the Assessment Center Project and Springfield Development Program. Instruments covered for the evaluation of school climate are: (1) Santa Clara School Effectiveness Program Surveys; (2) Illinois Quality Schools Index; (3) Connecticut School

Effectiveness Interview and Questionnaire; (4) School Self-Assessment Instruments; (5) Effective School Battery; (6) Classroom Environment Scale; (7) School Assessment Survey; (8) Organizational Climate Survey; (9) School Climate Improvement; (10) Quality of School Life; (11) Learning Environment Inventory/My Class Inventory; and (12) Middle Grades Assessment Program. The following instruments are included for evaluating school-community relations: (1) Parent Attitudes toward School Effectiveness Questionnaire; (2) Project ACCESS; and (3) NCCE Parent Involvement Process. Information about each instrument is categorized under developer, contact for materials and information, overview, description, use, results, costs, and comments (if applicable). (JAZ)

Prell, JoAnn M.; Prell, Paul A.
Improving Test Scores--Teaching Test-Wiseness. A Review of the Literature. Research Bulletin. Literature. Research Bulletin.
Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.; Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
PUB DATE- Nov 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Age Differences; Elementary Education; Intelligence Quotient; Literature Reviews; Racial Differences; Sex Differences; Socioeconomic Influences; Standardized Tests; Teacher Made Tests; *Test Coaching; *Testing Problems; Test Validity; *Test Wiseness

The role of testing in American education is becoming increasingly important in grouping students for educational purposes. This article reviews practices adopted by educators or administrators to improve student test scores. Stopgap measures for improving standardized test scores include (1) switching to easier tests; (2) eliminating certain populations from the testing; (3) use of coaching techniques; and (4) the teaching of test-wiseness. Teaching students how to take tests has several advantages over other methods used to inflate test scores. It requires a minimal amount of time, is relatively inexpensive, and is considered one of the more ethical procedures. The Millman taxonomy defines test-wiseness and breaks it down into two major areas--elements either independent or dependent of the test constructor or purpose. The material discussed in the taxonomy applies to teacher-made-tests and to standardized tests. The principles of test-wiseness can be taught using any of a variety of means: supervised study and lecture, independent reading, programmed instruction, and instruction through the mail. Test-wiseness has also been studied in relation to age, sex, IQ, race, and socioeconomic level. The conclusion is made that one of the most important aspects of test-wiseness deals with its relationship to test validity. (LMO)

ED 280 928 UD 025 433

The 1985-1986 Dropout Report. OEA Analytic Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 87
NOTE- 53p.; For the 1984-1985 report, see UD 025 413. Prepared by the Analytic Studies Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Rate; Graduates; High Schools; *High School Students; *School Holding Power; *Student Attrition; *Urban Schools
IDENTIFIERS- New York City Board of Education

This report provides and analyzes statistics on students discharged as dropouts from New York City schools during 1985-86. Annual dropout percentages are presented for individual high schools, for all high schools, and system-wide. In addition, the projected four-year dropout rate is presented for the high schools and for all schools in the system serving students age 14 and over. Dropouts are defined as those students who left school without receiving a diploma, who did not enroll in another educational setting, and who have not been counted as dropouts in previous years. For the second year in a row, there has been a clear decline in the dropout rate. A total of 7.9 percent of the city's 261,000 high school students were first-time dropouts in 1985-86, as were 8.8 percent of the 305,000 students age 14 and over, system-wide. The continued decline in the dropout rate indicates that the school system is achieving success at improving holding power. The report includes six statistical tables and the following six appendices: (1) a description of study procedures; (2) admission and discharge codes; (3) history of dropout accounting in New York City; (4) data on dropouts and graduates, 1985-86; (5) data on 1985-86 dropouts by dropout category; and (6) annual dropout percentages for each New York City high school, 1982-83 to 1985-86. (KH)

McKinney, Kay
How the Experts Teach Math. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Lesson Plans; *Mathematics Instruction; *Research Utilization; Socioeconomic Influences; *Teacher Effectiveness; *Teaching Methods

Findings are reported from a six-year study of seven expert mathematics teachers who taught in elementary schools in very poor neighborhoods with "difficult" students or in economically depressed areas with high unemployment. Compared with novice teachers, the expert teachers used time more wisely, organized lessons better, and knew their content and how to help children learn it. Each of these aspects is discussed with specifics noted. The three aspects are intertwined, and expert teachers know how to combine the three so that their students are successful. (MNS)

ED 280 780 SO 018 047

Ediger, Marlow
The General Conference Mennonites.
PUB DATE- Apr 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; Dress Codes; *Educational Attitudes; *Family Life; *Lifestyle; *Religious Differences; Rural Farm Residents
IDENTIFIERS- *General Conference Mennonite; *Old Order Amish

General Conference Mennonites and Old Order Amish are compared and contrasted in the areas of physical appearance, religious beliefs, formal education, methods of farming, and home settings. General Conference Mennonites and Amish differ in physical appearance and especially in dress. The General Conference Mennonite men and women dress the same as others in society and follow no rules for shaving or hair length. Amish men wear plain colored clothes, and if married wear beards but no moustaches. Amish women wear ankle length plain dresses and do not cut their hair. General Conference Mennonites and Amish also differ in religious customs. General Conference Mennonites have more contemporary religious customs, while Amish retain their traditional services. Both groups, however, avoid lodge membership, drinking, gambling, cursing, saying or signing "I solemnly swear," military service, divorce, adultery, and premarital sex. The educational priorities of the Amish and General Conference Mennonites differ as well. General Conference Mennonites emphasize higher education and attend public schools, while Amish attend parochial schools only until the eighth grade. Both General Conference Mennonites and Amish live in rural settings, although many young General Conference Mennonites are leaving the farm equipment and automated farm processes while Amish farmers use horse drawn machinery and diesel thrashing machines. The homes of the two groups differ greatly. General Conference Mennonites' homes are modern and use electricity. Amish homes do not use electricity and the people use a horse and carriage for transportation. The Amish do not participate in commercial forms of recreation, while General Conference Mennonite young people do and the adults do not. (APG)

ED 280 914 UD 025 414

Walton High School: Project BLAST, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 46p.; Prepared by the OEA Bilingual Education Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Career Awareness; College Preparation; *English (Second Language); High Schools; *Limited English Speaking; *Native Language Instruction; Parent Participation; Spanish Speaking; Urban Education
IDENTIFIERS- *New York City Board of Education

In 1985-86, Project BLAST (Bilingual Language Arts Survival Training), in its third and final year of funding at Walton High School (Bronx, New York), achieved an attendance rate of 95 percent. Project BLAST provided 200 students of limited English proficiency (LEP) with instruction in: (1) English as a second language (ESL) and native language arts; and (2) bilingual instruction in social studies, mathematics, and science. Special features of the program were its career exploration, survival skills, and citizenship training components. The project also developed two new instructional components in 1985-86: a computer lab and an advanced placement native language arts class. Project BLAST's success was attributed to the high quality of teaching, the dedication of the project's staff, the small size of the program, and the effective use of the project's paraprofessionals and the bilingual family associate. Much time was also spent in counseling individual students. This assessment found that Project BLAST achieved its objectives in all areas. The report contains the following information: (1) program description; (2) description of student characteristics; (3) findings regarding English language, native language, content-area and non-instructional objectives; (4) conclusions and recommendations; and (5) appendices which include descriptions of staff characteristics. (PS)

ED 280 613 PS 016 467

Applegate, Brooks
A Meta-Analysis of the Effects of Day Care on Development: Preliminary Findings.

PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; *Individual Development; *Meta Analysis; *Outcomes of Education; Research Methodology
IDENTIFIERS- Coding

Effects of day care experiences on children's cognitive, emotional, and social/behavioral development were investigated by meta-analytic techniques. Thirteen studies meeting domain specifications were coded. Twenty variables including an effect size were coded for each study. Twenty-two levels of the dependent variable were identified, yielding 114 effect sizes from a sample population of 492 children. Results suggest that day care does not adversely affect children's behaviors or their development. The findings are consistent with previous reviews, while providing quantitative assessment of the effects of day care on children's development. The limitations and restrictions of the meta-analysis are also discussed. The meta-analysis codebook and a list of articles included in the analysis are appended. (Author/RH)

ED 280 627 RC 016 058

Wright, Bobby

An Assessment of Student Outcomes at Tribally Controlled Community Colleges.

PUB DATE- 22 Nov 86
NOTE- 19p.; Paper presented at the Annual Conference of the National Indian Education Association (18th, Reno, NV, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *College Choice; College Role; Community Colleges; *Participant Satisfaction; *Student Characteristics; *Student Educational Objectives; Student Needs; Surveys; Tribes; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Montana; Tribally Controlled Comm Coll Assist Act 1978; *Tribally Controlled Education

A mailed questionnaire was used to gather information about Montana's tribally controlled colleges and to determine: (1) what influenced students to attend the tribal colleges; (2) what their educational goals were; (3) whether the colleges assisted students in meeting goals; and (4) the degree of student satisfaction with college programs and services. A random sample of 1,472 students was drawn from the 4,420 students enrolled during each fall quarter from 1981 to 1985. From this sample 289 survey forms (20%) were completed and returned. The most important factor influencing respondents' participation at tribal colleges was that they considered other colleges to be located too far from home. A majority of respondents had practical career or advanced educational goals as well as personal development goals--to learn for learning's sake and to enrich their daily lives. In all cases, respondents indicated that the colleges had assisted them in meeting their goals. Overall, 94.7% were somewhat or very satisfied with their colleges. The greatest discontent--expressed by one-fourth of the respondents--was with availability of needed courses. Among students who left the tribal colleges before completing their educational goals, home responsibilities was the most frequently cited reason, followed by personal problems and insufficient money. (JHZ)

ED 280 654 RC 016 166

Toro, Leonor; Doran, Sandra
Ecuador. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 86
NOTE- 140p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.

AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- American Indians; Bilingual Instructional Materials; Biographies; *Cultural Background; *Cultural Education; Elementary Education; Food; Foreign Countries; Geography; Language Arts; *Latin American Culture; *Latin American History; Leaders; *Migrant Education; *Social Studies; Units of Study
IDENTIFIERS- *Ecuador; Jivaro (Tribe); Recipes (Food)

Designed for elementary teachers to use with migrant students, this bilingual English/Spanish social studies resource booklet provides an encyclopedia-style overview of Ecuador's history, geography, economy, and culture. Topics include the history of Ecuador's flag and coat of arms, geographic regions, food, Quito (the capital), recent wildlife exploration, Jivaro Indians, and the importance and history of cacao. Biographical sketches are presented on Sebastian de Belalcazar, Francisco Javier Eugenio de Santa Cruz y Espejo, Jose Joaquin de Olmedo, Susana Reyes, and Wilson Pico. Traditions and customs, music, and poetry are discussed in the Spanish language section along with the Galapagos Islands and the llama. Consisting mainly of narrative text, the booklet includes maps, illustrations, chocolate recipes, fact sheets, word searches and other activity pages, Spanish vocabulary, and a 27-item bibliography. (NEC)

ED 280 699   SE 047 861

Hill, Jane, M., Ed.
Geometry for Grades K-6. Readings from the Arithmetic Teacher.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-237-6
PUB DATE- 87
NOTE- 179p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906
  Association Dr., Reston, VA 22091.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques
  (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)
  (052) Journal Articles (080)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics;
  *Geometric Concepts; Instructional Materials; *Learning Activities;
  Manipulative Materials; Mathematics Curriculum; *Mathematics
  Instruction; Pattern Recognition; Resource Materials; Spatial
  Ability; *Teaching Methods

The articles in this collection of readings come principally from the last ten years of the "Arithmetic Teacher." The emphasis is on teaching mathematics in grades K-6, although some articles may include teaching ideas and activities for grades seven and eight. Articles on measurement geometry are not included; the focus is on the development of concepts needed for later work with formulas. A hands-on approach is featured: children are encouraged to observe, comment on, and compare their observations; make guesses about what they have observed; and then prove or disprove their guesses. The articles are loosely grouped into five categories: (1) geometric shapes,; (2) blocks; (3) patterns and transformations; (4) geometry in unusual ways; and (5) spatial abilities. Not all topics in the elementary school mathematics curriculum are covered, but samples of useful teaching techniques are included in the 33 articles. (MNS)

Teeter, Ruskin
Profiles in Leadership.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Conference of the Association of Teacher Educators (Flagstaff, AZ, August 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Legislation; Educational Quality; Higher Education; High Schools; Leadership Qualities; Private Schools; *Public Schools; Teacher Education
IDENTIFIERS- *Mann (Horace); Massachusetts

Teacher educators and others concerned with the present-day school reform movement may profit from a consideration of the leadership styles, psychological make-up, motivation, work habits, and personal charisma of some of the reformers of the past century. This paper examines the work of Horace Mann and attempts to juxtapose elements of his leadership style against the work of some of his ideological heirs today. Mann overcame poor schooling to graduate valedictorian of his class at Brown University. He graduated from law school and set up practice in Boston. In 1937, he was invited to become the first salaried executive and secretary of the Massachusetts State Board of Education. Although the job was only an advisory position, Mann saw an opportunity to improve the lives of multitudes. In 1838, Mann rode through Massachusetts and found school houses in deplorable conditions, a lack of textbooks, poor teachers, and the attitude that school was a waste of time. The wealthy did not support Mann in his efforts to improve educational standards and accused him of trying to buy votes of the poor. Nevertheless, Mann transplanted his findings into legislation which called for better support of schools and urged revision of the state education code. After Mann's first year all his recommendations were turned into law, and his programs received the attention of social and political leaders. Mann's most significant achievement was to replace the private academy with the public high school, but the real significance of Mann's work is that he established a social and political base for public education when most leaders thought it impractical or thought private academies offered better instruction with little tax support. (APG)

ED 280 826 SP 028 722

The Education of North Carolina's Teachers. A Report to the 1987 North Carolina General Assembly.

North Carolina Univ., Chapel Hill. Board of Governors.

PUB DATE- 14 Nov 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Higher Education; *Preservice Teacher Education; *Program Improvement; State Standards; Teacher Certification; *Teacher Education Programs; Teacher Educators; Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- *North Carolina

Section one of this report on the status of teacher education in North Carolina summarizes recommendations of the Task Force on the Preparation of Teachers involving: (1) reform of teacher education programs; (2) quality assurance program improvement; (3) teacher certification and program approval; (4) continuing professional education/coordination; (5) incentives to attract teachers; (6) school-college partnerships; (7) revitalization of teacher education faculty; and (8) demands for teachers in North Carolina:

1986-1995. The second section presents an overview of teacher education in North Carolina from before 1877 to the present. The third section offers a description of the context and work of the Task Force, including the schedule and activities underaken, and education programs upon which the committees focused. In the fourth section, a detailed description is given of the observations and findings of the Task Force. The final section discusses the specific recommendations that emerged from the Task Force findings. Data upon which findings were based are presented in tables and figures. (JD)

ED 280 842 SP 028 776

Fotiu, R.; And Others
Undergraduate Follow-Up Study: Spring, 1985. Research and Evaluation in Teacher Education: Program Evaluation Series No. 11.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Feb 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Patterns; Followup Studies; Graduate Study; *Graduate Surveys; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; Self Evaluation (Individuals); *Teacher Education Programs
IDENTIFIERS- *Michigan State University

This study is part of a comprehensive program evaluation effort at Michigan State University. The evaluation traces the progress of students from the time they enter a teacher preparation program, through five or six years following graduation. The study focuses on students who graduated from one of the five preparation programs one to two years prior to the survey. A summary of responses to an 81-item questionnaire, sent to a census of all students who graduated from fall term 1983, to spring term 1984 was completed by 124 individuals. Major sections of the questionnaire provide: (1) background information (e.g., level of certification of respondents); (2) a description of employment history (e.g., respondent's first job following graduation); (3) self-ratings of specified areas of "on-the-job" teaching performance; (4) ratings of the contribution of teacher education programs to the development of teaching competencies; (5) critiques of each program (e.g., the most beneficial characteristics of the program); and (6) descriptions of the respondent's plan for graduate study. Statistics are displayed on tables with brief narrative analyses. T-Test results are appended. (JD)

ED 280 583 PS 016 414

Keith, Janet S.; Schmidt, Velma E.
Early Childhood Education in South Carolina: Learning Experiences for the 3-, 4-, and 5-Year-Old Child. Revised Edition.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 83
NOTE- 213p.; For related document, see PS 016 415.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Educational Environment; *Learning Activities; *Learning Experience; Parent Teacher Cooperation; *Preschool Children; *Preschool Curriculum; Scheduling; State Programs
IDENTIFIERS- Learning Experience Approach; *South Carolina

Intended to support and guide teachers and administrators in providing appropriate experiences for 3-, 4-, and 5-year-old children in significant areas of living and learning, this curriculum guide reflects the early childhood education (ECE) philosophy of the South Carolina State Department of Education. The guide first provides an overview of ECE in South Carolina, lists characteristics of young children and responsibilities of their teachers, outlines ways to improve communication between parents and teachers, and describes an appropriate learning environment for young children and a typical daily schedule. Also outlined are several alternate daily schedules appropriate for different programs in different environments. The greatest portion of the guide focuses on learning experiences. These are categorized by content area, including nutrition, health and safety, play, understanding the world, the expressive arts (music, art, creative dramatics, and movement exploration), language and communication, and number relationships. Concluding sections of the guide outline characteristics of children with special needs and related guidelines for their teachers, and describe responsibilities of personnel for ECE programs. A selected bibliography cites books, pamphlets, and tapes, lists professional organizations, identifies sources for learning materials and films, and provides a directory of publishers. (RH)

ED 280 598 PS 016 440

Neihardt, Joanne E.
The Relationship between Prenatal Parental Stress and Pregnancy Outcome.
PUB DATE- 84
NOTE- 74p.; Master's Research Practicum, Wayne State University. Appended questionnaires contain small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Congenital Impairments; *Emotional Experience; *Mothers; Nursing; Physiology; *Prenatal Influences; Social Support Groups; Stress Management; *Stress Variables
IDENTIFIERS- Normal Children

To explore the relationship between prenatal parental stress and pregnancy outcome, this study investigated the hypothesis that parents of infants with defects would report greater amounts of stress in the year prior to their infant's birth than would parents of normally developing infants. Data on levels of parental stress were obtained from 37 marital pairs who had delivered infants with birth defects. Parental stress was assessed on a control group of 37 marital pairs who delivered a child with no birth defects. Both groups were similar in age, marital status, economic status, and the age of their infants, which was less than 6 months. Commonly experienced family stressors were assessed for both groups. Significantly higher levels of family stress were found in the individual and combined parental stress scores of the parents who had delivered infants with birth defects. Parents of normally developing infants were asked to identify use of stress management techniques. Those who experienced stress identified positive stress management techniques, and indicated that support systems, particularly family members, were most useful. Implications of the findings for nursing practice are discussed. The survey instruments and a 33-item reference list are appended. (Author/RH)

Nisqually Indian Tribe's Adult Education Program. An Adopter's Guide.
Nisqually Indian Tribe, Olympia, WA. Education Dept.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
PUB DATE- Jul 86
NOTE- 55p.
CONTRACT- 600-852001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; *American Indian Education; *Career Counseling; *Delivery Systems; Employment Services; High School Equivalency Programs; Individualized Education Programs; Needs Assessment; Postsecondary Education; Program Descriptions; Program Effectiveness; *Program Implementation; Records (Forms); Resource Materials; Student Records; Student Recruitment; Tutoring
IDENTIFIERS- General Educational Development Tests; *Nisqually (Tribe)

Serving Native American adults of Thurston and Pierce communities, the Adult Education Program individualizes instruction and makes full use of tribal community resources to improve educational level and employment opportunities. Major program goals are to increase high school equivalency completion rates, to enhance ability of identified extreme need adults to begin General Education Development (GED) tutoring, and to increase successful postsecondary and vocational education referral and job referral rates. Program services are coordinated by a task force that includes representatives from education, health and social services, and other tribal departments. The education director, a tutor-counselor, and an advocate-tutor provide GED and adult basic education (ABE) instruction, counseling for postsecondary and vocational education, and assistance with job seeking. The success rate for those attempting the GED is 97%. The ABE program has more than 60 participants each year, and 96% demonstrate mastery of a majority of their academic objectives. More than 50 adult Indians receive career guidance annually, and more than 25% go on to enroll, primarily at community colleges. Included with this program description is a 24-page section of student recordkeeping forms, a community needs assessment survey form, GED and ABE skills lists, a student interest survey, and an educational development plan. (JHZ)

Long, Richard L., Jr.

The Development of Course Assignments in Chemical Engineering for Freshmen and First Year Graduate Students from Chemical Engineering Research.

PUB DATE- 10 Jan 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Chemical Engineering; *College Science; *Engineering Education; *Graduate Study; Higher Education; Models; *Science Curriculum; Science Education; Skill Development; *Student Research

The approach taken to chemical engineering education at New Mexico State University is described in this report. The curriculum model for its undergraduate and graduate program emphasizes both content and skill development. Involvement in tasks related to ongoing research projects is stressed and serves as the basis for course assignments at the freshman and first year graduate level. Specific information is provided by way of tables and figures. These include: (1) the undergraduate chemical engineering curriculum model; (2) a listing of important skills for chemical engineers; (3) a graduate chemical engineering curriculum model, and (4) examples of course assignments developed from research. (ML)

ED 280 716 SE 047 879

Moore, John A.; And Others
Science As a Way of Knowing III--Genetics. Proceedings of a Symposium at the Annual Meeting of the American Society of Zoologists (Baltimore, Maryland, December 27-30, 1985).
American Society of Zoologists, Thousand Oaks, CA.
PUB DATE- 86
NOTE- 343p.; For earlier proceedings, see ED 261 874-875.
AVAILABLE FROM- John A. Moore, Dept. of Biology, University of California, Riverside, CA 92521. Free while supplies last.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; *Biology; *College Science; *Genetics; *Heredity; Higher Education; Instructional Improvement; *Science and Society; Science Education; Science Instruction
IDENTIFIERS- *Science as a Way of Knowing Project

"Science as a Way of Knowing" is a project of the Education Committee of the American Society of Zoologists and ten other organizations. The goal of the project is to offer suggestions for making the teaching of biology at the college and university level more effective. The proceedings of the 1985 symposium on genetics are presented in this document. Papers included are: "Thinking and Deciding" (John A. Moore); "Science as a Way of Knowing--Genetics" (John A. Moore); "Experiments in a Monastery Garden ("Gregor Mendel," presented by Richard M. Eakin); "On the Origin of Mendelian Genetics" (Iris Sandler and Laurence Sandler); "The Structure and Organization of Genetic Material" (Monroe W. Strickberger); "The Function of the Hereditary Materials: Biological Catalyses Reflect the Cell's Evolutionary History" (Bruce M. Alberts); "Patterns of Inheritance" (Hampton L. Carson); "How Important Is Genetics for an Understanding of Evolution?" (R. C. Lewontin); "Genetics of Crop Improvement" (Michael T. Clegg); "Science as a Way of Knowing: Human Genetics" (Barton Childs); "Cultural Evolution" (Luigi L. Cavalli-Sforza); "Geneticists and Race" (William B. Provine); "Reflections on the Limits of Science and Technology" (David T. Suzuki); "Whither Mankind? The Choice between a Genetic Twilight and a Moral Twilight" (Francisco J. Ayala); "Films and Videotapes in Genetics" (Nathan H. Hart and Gary Anderson). (ML)

ED 280 734 SE 047 898

Brasell, Heather
Sex Differences Related to Graphing Skills in Microcomputer-Based Labs.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Computer Assisted Instruction; Computer Science Education; *Females; Graphs; *Instructional Improvement; Learning Strategies; Microcomputers; Physics; Science Education; *Science Instruction; Secondary Education; Secondary School Science; *Sex Differences; *Skill Development
IDENTIFIERS- *Science Education Research

As part of an investigation of the effectiveness of a microcomputer-based laboratory (MBL) activity in developing students' graphing skills, this study was specifically designed to examine the differences between females and males in both performance on graphing tasks and on their attitudes to graphs and graph-based activities. Results based on a pretest of the participating secondary level students (N=93) revealed that about one-fifth of the students were seriously restricted in their ability to understand graphs by an inadequate graph schema. Females who had poor graph schemas appeared to have been constrained by their comparatively low ability, whereas the males were more likely to have been constrained by lack of interest. After controlling for differences in ability, some sex differences in performance on graphing tasks remained. Females had lower scores for items involving speed or velocity graphs, but not for graphs of miscellaneous graphs of less abstract properties such as distance. Discussed in this paper are two treatment groups that constructed distance and velocity graphs for one class period: (1) MBL group (N=18) used the microcomputer; (2) second (control) group (N=18) used paper and pencil. The females who participated in the MBL treatment gained significantly higher scores on a posttest of distance graphs, than the males did, while the reverse was true for velocity items. There were no sex differences for students in the control treatment. It was concluded that the MBL experience was effective in improving students' graphing skills. (ML)

ED 280 749 SO 017 490

Jennette, Robert; And Others
Art Education Syllabus: Grades 7-8.
PUB DATE- 86
NOTE- 77p.; Photographs may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Course Content; Course Descriptions; *Curriculum; *Curriculum Design; *Curriculum Guides; Curriculum Problems; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Resource Materials; Secondary School Curriculum; Teaching Methods

This syllabus outlines art instruction in grades seven and eight and focuses on the visual arts concepts of space and structure, movement, and color and light. The publication is organized under the following sections: (1) Goals and Objectives; (2) Focus: Grades 7 and 8; (3) Scope and Sequence; (4) Developing a Curriculum from This Syllabus; (5) Space and Structure; (6) Movement; and (7) Color and Light. Each section gives some related behavioral outcomes to be expected from the student's involvement with the concepts. Suggested learning experiences are offered and the role of evaluation discussed. The appendices include Potential Health Risks in the Classroom; Facilities; Educating the Gifted Student; Educating The Handicapped Student; Art and Community Resources; and Responsibility of Art Teachers. (KWL)

Bruckerhoff, Charles
Teaching and Intentionality: How Models of Teaching May Be Informed by Purpose.
PUB DATE- Apr 87
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; *Epistemology; Higher Education; *Metacognition; Preservice Teacher Education; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- *Polanyi (Michael)

A theoretical framework is proposed to guide the reflective thinking of practitioners in the classroom. In this paper, the teacher's work is considered to be a series of acts intentionally performed for the educational benefit of all individuals interacting in the classroom. A discussion is presented on the theory of personal knowledge developed by Michael Polanyi, and an explanation is given of what Polanyi's epistemology offers teachers. A concept of teaching is outlined that is based on Polanyi's theory of personal knowledge. This concept recognizes the teacher's concern for instructing students explicity in an existing body of knowledge, and the students' need for expression that enables each individual to make explicit in some way their personal perspective. A description is offered of a university program to help teachers choose and emphasize methods and activities for teaching in accordance with the intentional purposes of their lessons. Charts illustrate the models of teaching developed from the theoretical framework, and references are included. (JD)

Schnelker, Diane; And Others

Transitional Schools. Report of Evaluation.

Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 20 Aug 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adolescent Development; Educational Assessment; Educational Objectives; Evaluation Methods; *Experimental Curriculum; Instructional Program Divisions; *Junior High Schools; Middle Schools; Participant Satisfaction; *Program Evaluation; *Program Implementation; Questionnaires; School Organization; Test Results; *Transitional Schools
IDENTIFIERS- *Des Moines Public Schools IA; Iowa Tests of Basic Skills

A three-year study was conducted to evaluate the implementation of the Transitional School Model in the Des Moines, Iowa, Independent Community School District. The model was designed to provide early adolescents in grades 6-8 with a more comprehensive bridge between elementary school and high school by emphasizing students' physical, emotional, social, and intellectual development. The basic skills and exploratory curriculum were conducted during seven class periods, and an additional 20-to-30 minute period was devoted to advisory activities concerning personal development. Each school developed its own program involving teachers, counseling, and extracurricular activities. Data collection activities focused on implementation of program goals, using questionnaires administered to principals, students, teachers, and parents. Results indicated a more comprehensive program than the traditional junior high school program, with a slight gain in academic achievement. The exploratory program was the most successfully achieved goal, but one-fourth of the students wanted even greater variety in course offerings. Student enrollment in cocurricular activities was high. The new teacher advisory component was controversial, but staff received high ratings. The principal's data collection forms, the teacher opinionnaires, and the student surveys are appended. (GDC)

ED 280 871 TM 870 201

Regents Examinations and Competency Tests. School Administrator's Manual. 1986 Edition.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Testing Programs.

PUB DATE- 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; *Graduation Requirements; High Schools; *Minimum Competency Testing; *State Programs; *State Standards; *Testing Programs; Test Manuals; Test Results; Writing Evaluation
IDENTIFIERS- New York; *New York State Regents Examinations

This manual, accompanying the New York State Regents Examinations and Competency Tests, is intended for use by school administrators, guidance counselors, teachers, and proctors. Regents examinations measure the quality of instruction and learning that has taken place in high schools, and provide information for educational and vocational decision making. Passing scores in English and mathematics satisfy the competency testing requirements for a high school diploma. The Regents competency tests measure basic skills in reading, writing, and mathematics. Passing scores satisfy the requirements for a high school diploma. The Regents examinations are administered to average and above average students who wish to obtain a Regents diploma and who have taken Regents courses. Instead of the Regents competency tests, students may use Scholastic Aptitude Test or American College Testing Program scores to demonstrate proficiency. Nonnative speakers and handicapped students may use alternative procedures. Specific instructions are included for ordering and administering the tests; rating, recording scores, and providing remediation; reporting results; returning test materials; reviewing papers; summarizing test and graduation results; and endorsing local diplomas. Appendices include a list of English as a second language tests and modifications for handicapped examinees. (GDC)

ED 280 929 UD 025 434

The Bilingual Program Resource and Training Center 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 41p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit.
GRANT- G00-820-2991
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Counseling; English Instruction; *High Risk Students; *High School Equivalency Programs; Immigrants; *Limited English Speaking; Native Language Instruction; Remedial Instruction; Urban Education; *Young Adults
IDENTIFIERS- New York (New York)

The Bilingual Program Resource and Training Center, in its first year of a new three-year funding cycle, provided instruction in English as a second language (ESL), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students of limited English proficiency (LEP) at 16 sites in New York City. In 1985-86, the program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole. The objectives of the program were to enable LEP students to develop their English proficiency and content-area skills enough to pass the high school equivalency examination (GED), and to expose students to job opportunities. This evaluation of the program includes information on the following: (1) student characteristics; (2) program organization; (3) instructional program; (4) non-instructional program; and (5) student achievement. Analysis of student achievement data indicates that participants made statistically significant gains on the Metropolitan Achievement Test and on Level 1 and 2 of the Stanford Achievement Test; that all ethnic groups demonstrated statistically significant gains in mathematics achievement; and that 87 percent of the students who took the GED exam obtained the diploma, thus meeting the program objectives. Recommendations for program improvements are included. (PS)

ED 280 641 RC 016 115

Yates, James T.
Developing Audiology in the Public Schools Services Delivery Development for Rural Populations.
PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Personnel; *Audiology; Auditory Evaluation; College Curriculum; College School Cooperation; Delivery Systems; Educational Needs; Elementary Secondary Education; *Handicap Identification; Hearing Impairments; Hearing Therapy; Higher Education; Learning Problems; *Masters Programs; Personnel Needs; Professional Education; Public Schools; Rural Education; *Rural Schools; Small Schools; *Special Education
IDENTIFIERS- *Hawaii

To meet the need for educational audiologists in Hawaii schools, a cooperative program was designed to establish an educational audiology component in the existing speech-language pathology program at the University of Hawaii. Planned by the University of Hawaii, the Hawaii Department of Education, and the State Education Agency, the Hawaii-based program was needed because of the acute shortage of educational audiologists coupled with the difficulty of recruiting on the mainland. The primary goal of the program was to establish services to the hearing impaired not served by existing programs in Hawaii schools. The target population included children with auditory perceptual disturbances, those with hearing sensitivity and/or acuity disorders, and children with transient disturbances such as otitis media. Phase I of the three-phase program is based at the University of Hawaii and covers preprofessional or basic information coursework, clinical training, and practicum experience. Phase II is the development of a model service center that provides diagnostic and evaluative services and is the referral and management center of the hearing involved

children. Phase III is services to the schools, including an information network, referral center for children with suspected hearing disorders, inservice, counseling, and prescriptive diagnosis. (JHZ)

ED 280 781 SO 018 049

Molnar, Alex, Ed.
Social Issues and Education: Challenge and Responsibility.
SPONS. AGENCY- Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-141-0
PUB DATE- 87
NOTE- 143p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86048; $9.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Culture Conflict; Democratic Values; Elementary Secondary Education; *Homosexuality; Leisure Time; Lesbianism; Literacy; Play; *Quality of Life; *Social Problems; Social Responsibility; Social Values; *Textbook Content; *Track System (Education)

Social responsibility is a difficult but essential aspect of being a professional educator. The contributors to this volume hope that the social policy debate within the education profession will be encouraged. The book provides practical assistance for educators in developing curriculum and instruction programs that foster creativity and critical thinking in relation to social issues. In this volume are: "Forward" (Gerald R. Firth); "The Emperor Has No Clothes" (Alex Molnar); "Tracking: Beliefs, Practices, and Consequences" (Jeannie Oakes); "Confronting Social Attitudes in Textbooks: The Response and Responsibility of Today's Educator" (Steven Selden); "Children's Play and Adult Leisure: The Social Responsibility of Educators" (Nancy R. King); "Ethnic Diversity, the Social Responsibility of Educators, and School Reform" (James A. Banks); "Peering into the Well of Loneliness: The Responsibility of Educators to Gay and Lesbian Youth" (James T. Sears); "Educating for Excellence on an Endangered Planet" (Tony Wagner); "Literacy in a Democracy: Our Responsibility as Educators and Citizens" (Harold Berlak); and "Promoting Equity: The Forgotten Responsibility" (Vito Perrone). (BZ)

Case, Robert W.
A Nationwide Study to Examine the Nature and Scope of the Sport Arena Management Profession.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Athletic Fields; *Career Choice; *College Curriculum; Communication Skills; *Employment Opportunities; Higher Education; Labor Market; *Salaries
IDENTIFIERS- *Sport Arena Management

This study examined the exact nature and scope of the sport arena management profession in terms of field growth and employment opportunities, salary potentials, and education requirements. Specific job performance competencies and related educational course work required for professionally trained sport arena managers were identified. Findings from a survey of upper level sport arena managers indicated that in terms of job performance competencies for entry level positions, supervision, budgeting, scheduling, arena operations, and communication skills were the more important courses to take in college. The development of professional preparation programs specifically designed to train sport arena management personnel was considered as an important future need by survey respondents. (JD)

ED 280 886 TM 870 216

Richards, Ruth C.; And Others
Prediction of Out-of-Sequence Development by BSID Scores.
PUB DATE- 86
NOTE- 16p.; Paper presented at the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Weight; *Child Development; Correlation; *Developmental Stages; Diagnostic Tests; Early Childhood Education; *Mental Age; Multiple Regression Analysis; *Predictor Variables; Pregnancy; *Premature Infants; *Psychomotor Skills
IDENTIFIERS- *Bayley Scales of Infant Development; Infant Feeding; Post Hoc Methods

The primary purpose of this study was to examine uneven early development in premature infants. A multiple regression analysis was performed in which birth weight, length of gestation, length of assisted feeding, and length of ventilation were used to predict the descrepancy between a child's Psychomotor and Mental Scale scores on the Bayley Scales of Infant Development (BSID). The child with a large difference score was expected to have been ventilated longer, to have needed more assistance in feeding, to have had a shorter gestation, and a smaller birth weight than the child with a small difference score. The results of the study did not support the hypothesis that a difficult newborn course would be reflected in a discrepancy between mental age and psychomotor age on the BSID. A post-hoc analysis revealed that none of the four variables were predictive of the size of the discrepancy when directionality was considered. Correlation coefficients between the dependent and independent variables were low. (JAZ)

ED 280 901 UD 025 111

Moving Forward: Next Steps. Second Report of the Governor's Task Force on Adolescent Pregnancy.
New York State Council on Children and Families, New York.
PUB DATE- Jan 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Early Parenthood; High Schools; *Pregnancy; *Program Development; *Program Implementation; *State Action; State Aid; State Programs; Welfare Services
IDENTIFIERS- New York

This report analyzes problems in New York State efforts to reduce unwanted adolescent pregnancy and its associated problems. Following an executive summary and introduction, the report consists of five sections. Section 1 details the framework and background for the Task Force recommendations. Section 2 provides an overview of current efforts to address adolescent pregnancy in New York State. Section 3 describes gaps and barriers which inhibit the State's capability of effectively dealing with the issue. Section 4 presents seven recommendations and a series of implementation steps. The recommendations are: (1) The State Education Department, and other agencies, should be sure that students are given a relevant education. (2) Access to quality, comprehensive, and affordable health care should be ensured for children and adolescents. (3) New York State should ensure coordination of services for pregnant adolescents at the State and local levels. (4) Programs and policies should encourage self-sufficiency. (5) The State should ensure that a continuum of appropriate living arrangements is available for pregnant and parenting adolescents. (6) The State should ensure that the promotion of employment opportunities is an integrated part of its approach to addressing adolescent pregnancy. (7) New York should effectively and consistently use the media to address the issue of adolescent pregnancy and counter negative messages youth currently receive. Finally, the fifth section outlines the future agenda of the Task Force. (KH)

ED 280 915   UD 025 416

NYC Dropout Prevention Program.

Borough of Manhattan Community Coll., New York, N.Y.; New York City Board of Education, N.Y.

PUB DATE- 87
NOTE- 44p.
AVAILABLE FROM- Borough of Manhattan Community College, Room S614, 199 Chambers Street, New York, NY 10007.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Community Involvement; Dropout Characteristics; *Dropout Prevention; Economically Disadvantaged; *High Risk Students; *High Schools; School Counseling; School Holding Power; *Urban Schools; Youth Employment
IDENTIFIERS- *Dropout Prevention Program; New York City Board of Education

New York City's Dropout Prevention Program (DPP), founded in 1985, has reduced the dropout rate at city schools from 42 percent to 30 percent. This information packet offers an overview of the dropout problem, the philosophy behind the DPP, and information on the steps New York City has taken to provide solutions. The program contains the following components: (1) collaboration with community-based service agencies; (2) school-based planning teams which involve teachers; (3) collaboration with the public and private sector; (4) curriculum enhancement and transitional classes; (5) part-time job development; (6) full-time job development and placement for high school seniors; (7) comprehensive health care and pregnancy prevention; and (8) incentives for effort and achievement. The packet also contains interviews with three DPP students and profiles of three Dropout Prevention Schools. (PS)

ED 280 614 PS 016 472

Hegland, Susan; And Others

Early Intervention: Comparative Impact of Programs on Maternal and Child Competence. Home Economics Research Institute Journal Paper No. 406.

SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames.
PUB DATE- Apr 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Mothers; Parent Child Relationship; *Parent Participation; Rural Areas; *Stimulation; Teacher Attitudes; Teacher Education; *Young Children
IDENTIFIERS- Center Based Programs; *Early Intervention Programs; Home Based Programs; Iowa; *Project Head Start

To identify the characteristics of early intervention programs most predictive of growth in participants' competencies, a comparison was made of the effects of three different Iowa Head Start programs on teachers, mothers, and children. Three agencies with home-based, three with center-based, and three with combination programs from rural areas and small communities participated in the study. Measures of cognitive development of the children, home stimulation provided by the mothers, teacher attitudes toward Head Start parents, and demographic measures were obtained near the beginning and end of a program year for 70 families. In contrast to mothers in home-based and center-based programs, mothers in combination programs decreased the stimulation of their children over the program year. Mothers in home-based programs reported more involvement in Head Start program activities than did mothers in other programs. Teachers in combination and center-based programs reported receiving less training for home visiting than did teachers in home-based programs. Teachers with more experience in Head Start and teachers with more formal education unrelated to early childhood education also expressed stronger negative attitudes toward parents than did teachers with less education and experience. Implications for teacher training and evaluation in combination, home-based, and center-based early intervention programs are discussed. (Author/RH)

ED 280 628 RC 016 065

Schwartz, Phebe, Comp.
Innovative Rural Preservice & Inservice Training Programs. Proceedings of the Annual National Rural Teacher Education Conference (1st, Bellingham, Washington, October 9-11, 1985).
Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE- 85
NOTE- 662p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Curriculum; Delivery Systems; *Distance Education; Educational Cooperation; *Educational Innovation; *Inservice Teacher Education; Models; Multicultural Education; Networks; Nontraditional Education; Program Descriptions; *Rural Education; School Business Relationship; School Health Services; Small Schools; Special Education; *Teacher Education; Teacher Recruitment; Telecourses

Conference papers and various related materials are collected in this volume compiled in conjunction with the National Rural Teacher Education Conference. The bulk of the document consists of papers presented on the 12 major topics of the conference: (1) accreditation and endorsement standards versus the needs of rural education; (2) innovative models for rural preservice training; (3) innovative models for rural inservice training; (4) collaborative partnerships between educational institutions and state and local agencies; (5) interdisciplinary training; (6) cross-cultural educational services; (7) non-traditional adult learner programs and activities; (8) technological innovations in teacher preparation and delivery methods; (9) recruitment of quality teacher education applicants; (10) rural education research; (11) innovative rural school curriculum; and (12) innovative practicum and internship strategies for quality rural preparation. In addition to papers presented, materials include the conference agenda, 9 resolutions adopted concerning rural education needs, directories of presentors and participants, 34 humorous definitions of "rural," program brochures, speakers' handouts, and text of the keynote speech by Bernard Belden. (JHZ)

ED 280 700 SE 047 862

Marks, Rick
Problem Solving with a Small "p": A Teacher's View.
PUB DATE- Apr 87
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Educational Philosophy; Educational Research; *Mathematics Instruction; Mathematics Teachers; *Problem Solving; Secondary Education; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This case study examined an experienced secondary school mathematics teacher's knowledge and teaching of problem solving, using interviews, classroom observations, teaching documents, and experimental tasks. The informant revealed a broad interpretation of problem solving, integrated with mathematics but widely applicable. This interpretation appeared consistently in his knowledge of problem-solving content, knowledge of pedagogy, and instructional behavior. The informant's own background significantly influenced his knowledge of problem solving, which in turn shaped his teaching of problem solving. This study extends recent casework in mathematics teaching and has important implications for research, teaching, and educational policy. Appendices indicate data sources, interview schedules, task schedules, and a problem-solving hierarchy. (Author/MNS)

ED 280 765 SO 018 008

We the People: Law Day USA 1987. 1987 Planning Guide.
American Bar Association, Chicago, Ill.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship Education; *Community Benefits; *Community Education; Courts; *Law Related Education; *Laws; *Lawyers; *Legal Responsibility
IDENTIFIERS- *Law Day

"We the People" is the theme for the 1987 American Bar Association's 30th annual Law Day USA, observed May 1. This guide brings together information to help plan and execute programs which call attention to the principles and practices of United States law and justice. The guide contains facts about Law Day; tips for planning a Law Day program; a timetable for Law Day planning; a basic low budget Law Day package; Law Day award competitions; awards for Law Day programs; promotional, informational, and educational materials; and examples of 1984 public service winning programs. Nineteen model programs from previous Law Day activities are featured. (APG)

ED 280 843 SP 028 777

West, Brad
Profiles of Entering Michigan State University Teacher Education Students. 1985-1986 Academic Year. Research and Evaluation in Teacher Education: Program Evaluation Series No. 12.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Background; *Education Majors; Higher Education; *Preservice Teacher Education; *Student Attitudes; *Student Characteristics; *Teacher Education Programs; Undergraduate Students
IDENTIFIERS- *Michigan State University

This report offers comprehensive descriptions of students entering each of the five teacher education programs at Michigan State University during the 1985-86 academic year. Summaries are presented of the programs: (1) Standard Program; (2) Academic Learning Program; (3) Heterogeneous Classrooms Program; (4) Learning Community Program; and (5) Multiple Perspectives Program. The entry questionnaire is divided into six units: (1) general background of the respondents; (2) high school background; (3) college background; (4) career orientations; (5) general orientation to teaching; and (6) educational beliefs. These units provide the outline for the presentation of the findings in Section I of this report. Section II reports subpopulation contrasts by: (1) elementary/secondary contrasts; (2) program affiliation contrasts; (3) gender contrasts; and (4) pre/post baccalaureate contrasts. Student responses to the survey questionnaire are displayed on tables with accompanying narrative discussion. Appended are responses to statements reflecting four clusters of educational beliefs: teacher expectations; classroom management/social context; curriculum planning and policy; and teacher responsibilities. (JD)

Toro, Leonor; Avery, Robert S.
Bolivia. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 86
NOTE- 127p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-168, ED 258 744, and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.
LANGUAGE- English; Spanish

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; *Cultural Background; Cultural Education; Economic Factors; Foreign Countries; Geography; Language Arts; *Latin American Culture; *Latin American History; Leaders; Migrant Children; *Migrant Education; Mining; Periodicals; Politics; *Social Studies; Unions; Units of Study
IDENTIFIERS- *Bolivia; Recipes (Food)

Written for teachers to use with migrant children in elementary grades and to highlight the many Americas, this bilingual English/Spanish social studies resource booklet provides historical and cultural information on Bolivia. A table of contents indicates the language--Spanish or English--in which the topics are written. The quarterly provides an encyclopedia-style overview of the history, geography, government, economy, culture, and society of Bolivia. Sections describe the cities of La Paz, Sucre, Oruro, Cochabamba, and Potosi; the llama; the origin of the potato; cultural traditions and costumes; the legend of Viracocha; and Lake Titicaca. Other topics emphasize the importance of mining to the economy, the formation of miners' unions, nationalization of mines after the 1952 revolution, impacts of mining on Bolivian society, and the life of a miner as described by Domitila Barrios de Chungara (a miner's wife). Recipes for traditional Bolivian foods are presented in English and Spanish. Consisting mainly of narrative text, the booklet includes maps, illustrations, matching vocabulary, word searches, crossword puzzles, and other activities in Spanish and English. Music and words of the Bolivian national anthem and a chronological history of Bolivia are included. (LFL)

Benson, Garth D.
Teachers' and Students' Understandings of Biology.
PUB DATE- 84
NOTE- 404p.; Ph.D. Dissertation, University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Biology; Case Studies; *Concept Formation; Foreign Countries; *Philosophy; Qualitative Research; Science Education; *Science Instruction; Science Teachers; Secondary Education; *Secondary School Science; Student Attitudes; Teacher Attitudes; Teacher Influence
IDENTIFIERS- Canada; *Philosophy of Science; *Science Education Research

This study was designed to describe teachers' and students' conceptions of biology and biological knowledge. The conceptions were revealed through observations of classroom events, individual discussions, and interpretations of verbal communications recorded during classroom presentations and were described in terms of significant positions in a philosophy of biology. Three biology teachers and eighteen students participated in this qualitative study. The participants' conceptions of biology were analyzed and the individuals were grouped according to the philosophy of biology they most frequently exhibited. The three teachers were perceived as exhibiting a modified positivistic position. Conclusions reached in the study indicate biology is conceived by the majority of the participants in a positivistivc manner. The teachers conceive of it in this way and their lesson presentations reinforce their conceptions. Students generally adopt a conception of biology that agrees with the teachers' views. (ML)

ED 280 750 SO 017 504

Reuter, Konrad

Many States but Only One Country: The Fegerative Structure of the Federal Republic of Germany. Sondordienst SO 2-86(e).

Inter Nationes, Bonn (West Germany).
REPORT NO.- SO-2-86(e)
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *European History; *Federal Government; Foreign Countries; *Governance; *Government (Administrative Body); *Governmental Structure; Government Role; Higher Education; Secondary Education; *State Government
IDENTIFIERS- *West Germany

Federalism is conducive to two important elements of the political process: competition and the search for compromise. This is a reason for the prosperity and political stability of the Federal Republic of Germany. Many citizens can involve themselves in the political life of the nation, whether at the federal or state level. With its area of 249,000 square kilometers and a population of 61 million, the Federal Republic of Germany is one political entity, but with its federal states it is also more. It represents unity in diversity. In addition to profiles of the states, this document includes materials about distribution of tasks, legislation of the federation and the states, administration--mainly the responsibility of the states, administration of justice--federal and state jurisdiction, financial burdens, distribution of taxes, the Bundesrat--the federative legislative body, and external representation. (BZ)

ED 280 796 SO 018 110

Yoo, Yushin

Where We Stand: Comparative Study of Japanese and Kentucky Educational Requirements.

PUB DATE- 3 Apr 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; Foreign Countries; *Mathematics Achievement; *Parent Teacher

Cooperation; Second Language Learning; Teacher Salaries; Teacher Student Ratio; *Tutoring
IDENTIFIERS- *Japan; *Kentucky

The educational systems and requirements of Japan and Kentucky are compared in seven different areas. The first area compares total instruction days and illustrates the differences with a chart. Kentucky requires 175 days of instruction while Japan requires 240 days. Because of this Japanese students spend 150 to 300 more hours per year in school than Kentucky students. The second area describes the "Juku" or private tutoring system. Besides the fact that Japanese students spend more hours in school, 60% of public and 90% of private school students enroll in relatively inexpensive private tutoring sessions after school to prepare for school entrance examinations. The third area of comparison is the mathematics requirements of Japan and Kentucky. An outstanding U.S. high school in Kentucky offers courses in algebra (two levels), geometry, and calculus while a typical Japanese high school offers algebra, geometry, basic analysis, differential and integral calculus, and probability and statistics. The course offerings plus time spent in the classroom account for the difference in U.S. and Japanese mathematics test scores. The fourth area describes the foreign language requirements which Japanese students must take from grade seven until graduation. English is mandatory and the student is allowed to choose between French, German, or Spanish as the second language. The fifth area describes parent and teacher involvement in Japanese schools. Japanese society respects scholars and believes that education is the only means to a successful career. Therefore, parents sacrifice for their children's education and do not complain when their child is disciplined in school. Area six compares the teacher-student ratio which is 1 to 15 in Japan and 1 to 30 in Kentucky. The seventh area reviews Japanese legislation which has raised the rank and salary of all public teachers and college professors. (APG)

ED 280 812 SP 028 689

Ross, E. Wayne
Processes of Perspective Development among Preservice Social Studies Teachers.

PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Dissonance; *Education Majors; Higher Education; *Modeling (Psychology); *Preservice Teacher Education; Role Models; Self Actualization; *Socialization; *Social Studies; *Student Attitudes; Student College Relationship; Teacher Education Programs

This study was undertaken to investigate the formation and development of preservice social studies teachers' perspectives and the relative roles of a preservice teacher education program and the individual in this process. An individual's teaching perspective is a way of thinking and acting in a teaching situation. Examples of teaching perspectives were obtained through interviews with 25 social studies education majors at a major midwestern university. Analysis of the data supported the hypothesis that preservice teachers' perspectives are the product of a dialectial process of professional socialization. The influence of social structural variables, such as teacher education course work and field experiences, was found to be marginal and did not produce deep internal changes in the belief systems of the participants. Preservice teachers actively resisted constraints placed upon them by social structural variables. The participants were found to be active mediators in their relationships with socializing institutions as represented by the schools and university teacher education. The active role of the individual in the development of a teaching perspective was illustrated through the employment of four strategies: (1) role-playing; (2) selective role-modeling; (3) impression management; and (4) self-legitimation. (Author)

ED 280 872 TM 870 202

Plans and Activities for 1990 Decennial Census. Part 2: Hearings before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service. House of Representatives, Ninety-Ninth Congress, Second Session (May 1, 15, 1986).

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- May 86
NOTE- 214p.; Serial No. 99-48. Some sections contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Census Figures; *Data Collection; *Data Processing; *Demography; Federal Programs; Hearings; Measurement Objectives; *National Surveys; Population Trends; Questionnaires; *Research Design; Test Construction
IDENTIFIERS- Bureau of the Census; *Census 1990; Congress 99th

Hearings on the 1990 Decennial Census were held on May 1, 1986, and May 15, 1986. The May 1 session focused on data processing procedures. Speakers included John G. Keane, Daniel G. Horvitz, William Eddy, Judith S. Rowe, Benjamin F. King, and Stephen E. Fienberg. Topics included automation of address files and questionnaire check-in; dissemination of data on a variety of media including microfiche and CD-ROM; cost effectiveness of proposed procedures; linking of household records; and use of microcomputers for data processing. Two areas were mentioned in which the Subcommittee could best assist the Bureau of the Census: the procurement of computer equipment and the oversight of plans for adjustment of censal counts. The second hearing, held on May 15, concerned the census questionnaire and automation. Topics included the design of a shorter census questionnaire form; data conversion methods such as Film Optical Sensing Device for Input to Computer (FOSDIC) and optical mark recognition (OMR); cost effectiveness; and the National Content Test. Speakers included Susan Miskura, Gene Dodaro, and Gail Franke. (GDC)

ED 280 584 PS 016 415

Corley, Rhonda; And Others
The Kangaroo Book: Developmental Activities Related to the State Kindergarten Objectives.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 82
NOTE- 284p.; For related document, see PS 016 414.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Equipment; *Educational Objectives; Instructional Materials; *Kindergarten; *Learning Activities; Primary Education; State Curriculum Guides
IDENTIFIERS- *South Carolina

Intended for use in conjunction with the guidebook, "Early Childhood Education in South Carolina," this book of experiential activities aims to help kindergarten teachers plan an appropriate program for their children. Each activity described realizes one of the 18 objectives for kindergarten that were adopted by the South Carolina State Board of Education Basic Skills Assessment Program. After brief discussions of basic beliefs about kindergarten, program development, classroom management, and the continuous assessment of children's development through daily observation, contents provide statements of objectives and descriptions of activities in the areas of (1) gross motor development; (2) fine motor development; (3) remembering visual stimuli; (4) perceiving visual likenesses and differences; (5) remembering auditory stimuli; (6) perceiving auditory likenesses and differences; (7) expressive language; (8) receptive language; (9) expressing interest in language; (10) classification; (11) making comparisons; (12) sequencing; (13) understanding the concept of the conservation of number; (14) interpreting and inferring; (15) controlling emotions; (16) developing a positive self-concept; (17) developing a positive attitude toward school; and (18) developing acceptable interactions with others. An appendix lists equipment and materials considered essential for a kindergarten program. (RH)

ED 280 599 PS 016 441

Balaban, Nancy

Balancing Priorities for Children.

PUB DATE- 7 Mar 87
NOTE- 22p.; Keynote address presented at the Oregon Joint Conference on Early Childhood Education (March 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Cognitive Style; Early Childhood Education; *Educational Practices; Elementary School Curriculum; Learning Experience; Literacy Education; Mass Media Effects; *Parents; *Preschool Teachers; Readiness; School Entrance Age; Teacher Salaries; Teaching Methods; Television Viewing; *Values; *Young Children
IDENTIFIERS- Learning Environment

Discussion focuses on teachers' beliefs and values as they relate to working with young children. Specific attention is given to (1) whether the reported blurring of the boundaries between child-life and adult-life has affected the education of young children; (2) parental pressure to provide very young children with persistently optimal experiences; (3) changing children to fit the curriculum, rather than changing programs to meet the needs of children; (4) stress-related symptoms seen in young children; (5) the importance of investigating how children learn, as opposed to what they learn; (6) the effect of different approaches to the kindergarten curriculum on children's retention of gains; (7) the uses of play and unstructured materials for the development of young children; (8) learning to read and write; (9) differences in the ways two teachers implemented their values and beliefs in different contexts of administrative priorities; (10) support for the personal development of teachers as professionals; and (11) the problem of very low salaries in the field of early childhood education. (RH)

ED 280 669 RC 016 192

Utah Migrant Education Annual Summer Evaluation Report, 1986.
Utah State Office of Education, Salt Lake City.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Elementary Secondary Education; Eligibility; *Instructional Improvement; *Migrant Education; *Migrant Programs; Outreach Programs; Pretests Posttests; *Program Evaluation; Program Improvement; Reading Achievement; Role Models; School Demography; School Districts; Student Characteristics; Student Recruitment; *Summer Programs
IDENTIFIERS- Migrant Student Record Transfer System; *Utah

Basic educational statistics, data on academic gains, and summaries of program observations are included in this evaluation of Utah's Migrant Education programs. The overview notes that 11 districts of a possible 40 in the state participated in the program in 1986, with 10 summer-only and 1 year-round program. Background information explains the Migrant Student Record Transfer System (MSRTS), describes student identification and recruitment procedures, and defines eligibility. Information about migrant students includes breakdown by gender (51.82% male, 48.18% female); by migrant status (55.1% settled out, 41.02% interstate, and 3.88% intrastate); by ethnicity (76.22% Hispanic, 12.86% Indian, 7.89% Anglo, and 3.03% Asian); and by age and grade. Pre- and post-test results are reported for the Wide Range Achievement Test by grade level for each program site. A summary of test results notes that few consistent patterns emerged from the analysis. The final section presents excerpts from observations and recommendations made by the site evaluators at each of the 11 programs. Positive observations concerned use of tangibles in early math lessons, student-made books, use of cultural materials, and the presence of staff who served as role models for students. Recommendations include using aides for instructional activities, emphasizing students' oral participation, and increasing administrative support. (JHZ)

Yee, Doris K.; And Others

Sex Equity in the Home: Parents' Influence on Their Children's Attitudes about Math.

PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Mathematics Education; *Parent Attitudes; Parent Student Relationship; *Sex Bias; *Sex Differences; Surveys
IDENTIFIERS- *Mathematics Education Research

Three studies are presented which show that parents hold differential beliefs with respect to their sons' and daughters' mathematics competencies. In the first study, parents of students in grades seven and nine completed the questionnaire. In the second study, parents and students in grades five to eleven responded. The third study examined beliefs of parents of sixth graders. Research findings show that: (1) parents hold sex-differentiated beliefs about their sons' and daughters' mathematics achievement even though boys and girls perform similarly on math grades and standardized mathematics tests; (2) parents strongly influence children's mathematics attitudes and mathematics self-concept; (3) parents are strongly influenced by teachers' assessments of their children's abilities; and (4) mothers and fathers have different views about their own math abilities, and express different attitudes about mathematics. In light of these differential beliefs, several strategies are proposed to increase parents' awareness of the importance of mathematics and to enlist their help in promoting sex equity in mathematics participation. (MNS)

ED 280 735 SE 047 899

Burnham, Teresinha
Human Development and Evolution and Biology Teaching. Science and Technology Education Document Series No. 15.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-85-WS-43
PUB DATE- Jul 85
NOTE- 96p.; Line drawings illustrate the text.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Embryology; Evolution; Foreign Countries; *Human Body; International Educational Exchange; *Physical Development; Science and Society; Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Secondary Education; *Secondary School Science; Technology
IDENTIFIERS- Brazil

Developed as part of a document series that focuses on science and technology teaching, this volume was produced under the auspices of the Commission for Biological Education of the International Union of Biological Sciences (CBE-IUBS). It serves to provide biology teachers and others concerned with secondary biology curriculum development with current reviews of biological topics and with suggestions and resources for incorporating the topics into courses. Contents addressed include: (1) the origin of the human individual (prenatal); (2) human development after birth; (3) variation, evolution and growth in human population; (4) a curriculum map; (5) suggestions for practical activities; and (6) an annotated list of resources. A list of references is also included. (ML)

ED 280 766 SO 018 012

Ochoa, Anna
Academic Freedom: A Call for Research.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (66th, New York, NY, November 14-18, 1986). Contains blurred and broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Freedom; Citizenship Education; Educational Environment; Elementary Secondary Education; Higher Education; Intellectual Freedom; *Naturalistic Observation; *Research Methodology; *Research Needs; Research Opportunities; *Social Science Research; *Social Studies
IDENTIFIERS- Accuracy in Academia

The need for research on academic freedom as it applies to the K-12 level is addressed. The existing literature in the area of academic freedom, while often critical, rhetorical, and prescriptive, never calls for research. Indeed, there are very few examples of research in this area. Two separate ERIC (Educational Research Information Center) database searches were conducted. Only five research-based articles on academic freedom were found. The following questions are submitted as ones whose answers are fundamental to improving academic freedom policies and practices in support of citizenship education: (1) What conditions in schools and school districts contribute to an environment that supports the study of controversial issues? and (2) What conditions in schools and school districts contribute to the successful resolution of protest cases? The use of naturalistic inquiry in the area of academic freedom and controversial issues at the K-12 level is advocated. Included in the two appendices are interviews with two secondary social studies teachers. (BZ)

ED 280 828 SP 028 731

King, Robert L.; And Others

School Evaluation as a Change Agent Model for Staff Development.

ARIN Intermediate Unit 28, Indiana, Pa.; Indiana Univ. of Pennsylvania. Graduate School.

PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Change Agents; *Educational Environment; Elementary Education; Faculty Development; *Inservice Teacher Education; *Needs Assessment; Program Effectiveness; Self Evaluation (Groups); *Teacher Participation

The inservice program described in this paper was a developmental process that focused on formulating solutions to problems identified by the needs assessment and coordination of staff development activities. The premise upon which this model was based was a recognition of the need for teachers to be actively involved in inservice activities that offer planned experiences, activities, and studies that will increase their knowledge and improve their skills. The program involved 45 elementary teachers and 2 administrators from 2 Pennsylvania schools who participated in developing criteria to assess buildings, administration, curriculum, staff, and support services. Over the 2.5-year duration of the project, faculty involvement and the degree of staff development were assessed. The program was conducted in four phases: (1) a self evaluation by the faculty and administration of the schools; (2) an evaluation of the schools' programs and processes conducted by a visiting committee; (3) the school's consideration of the findings of the evaluations; and (4) a follow-up questionnaire study with tabulation and analysis of the data. A discussion is presented of the findings of the needs assessment and the factors that either prohibited or propelled the changes that had been recommended by the program participants. (JD)

ED 280 858 TM 870 184

Schnelker, Diane

Enrichment Kindergarten Program. Report of Evaluation: 1985-86.

Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 12 Dec 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Curriculum Enrichment; Educational Objectives; *Enrichment Activities; Formative Evaluation; *Improvement Programs; *Kindergarten; Parent Attitudes; Primary Education; Program Effectiveness; *Program Evaluation; Questionnaires; *Screening Tests; Student Evaluation; Teacher Attitudes
IDENTIFIERS- Des Moines Public Schools IA; Metropolitan Readiness Tests; Test for Ready Steps; Waupun Strategies in Early Childhood Education

The formative evaluation of the first year's implementation of the Enrichment Kindergarten program of the Des Moines, Iowa Independent Community School District involved 12 half-day enrichment sessions at six schools. Approximately 278 kindergarten students were served. Results of the evaluation indicated that over 96 percent of the budgeted amount of $165,000 was used. Students were screened for placement on a battery of tests including the Waupun Strategies in Early Childhood Education and a teacher evaluation form. A parent checklist was administered, as well as pre- and post-tests of the Metropolitan Readiness Tests and the Test for Ready Steps. Parent and teacher follow-up questionnaires were also administered. Classroom observation indentified factors affecting curriculum implementation, such as a higher student/teacher ratio and increased need for classroom management. Although teachers made extraordinary efforts to communicate with parents, some dissatisfaction was noted. Results suggested that although the program had an impact on social and emotional development, the academic impact was less clear. Suggestions for curriculum planning and testing were made. Appendices include lists of behavioral educational objectives; Strategies in Early Childhood Education Sequence of Performance Objectives; Teacher Evaluation Form; Parent Checklist; Observation Checklist; Teacher Follow-Up Questionnaire; and Parent Follow-Up Questionnaire. (GDC)

ED 280 916 UD 025 417

Programs and Policies That Work: Helping Schools in the Middle. A Study of Junior High Schools in New York City.
New York Alliance for the Public Schools, New York, NY.
SPONS. AGENCY- Morgan Guaranty Trust Co., NY.
PUB DATE- May 86
NOTE- 82p.
AVAILABLE FROM- The New York Alliance for the Public Schools, 32 Washington Place, 5th Floor, New York, NY 10003 ($5).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Attendance; Institutional Mission; *Instructional Leadership; *Junior High Schools; *Principals; Program Development; Public Opinion; *Reading Improvement; School Administration; Staff Development
IDENTIFIERS- Excellence in Education; *New York City Board of Education

During the fall of 1985, the New York Alliance for the Public Schools, in cooperation with the New York City Board of Education, sponsored this study of 14 New York City public junior high schools which had shown significant improvement in reading and attendance over a five-year period (1980-85). The goal of the study was to identify changes in school organization, climate, curriculum, evaluation and administration which had contributed to this improvement. The study focused on the principal, since research has shown that the principal makes a great difference in the strength of the school's programs; the ability of staff to muster resources; and the impact of the climate, instruction and incentive system on pupil achievement. The research team identified the following five sets of activities, which principals at these schools were engaged in and which promoted academic achievement: (1) creating a working concept of the school as an institution, within which they exert leadership and improve access to external resources; (2) building an appropriate school program with focus, structure, and curriculum; (3) "selling" the school, often "magnetizing" it to draw good students and staff; (4) building and improving the teaching force and support staff; and (5) arranging the school as a system which builds expectations, consequences and rewards for achievement. A major purpose of the study was to provide material for a series of workshops to assist in school inprovement efforts.

A pilot workshop focusing on dropout prevention was held on May 13, 1986, at Fordham University. A summary and evaluation of the workshop are included. (PS)

Lederman, Nancy M.; And Others
Governing the New York City Schools: Roles and Relationships in the Decentralized System.
Public Education Association, New York, N.Y.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 25 Feb 87
NOTE- 133p.; Report of the Board of Trustees of the Public Education Association.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Boards of Education; Community Control; *Decentralization; Educational Administration; Educational Quality; Elementary Secondary Education; School Community Relationship; *School District Reorganization; Urban Schools
IDENTIFIERS- *New York City Board of Education

In 1969, the New York City school decentralization law divided the city school system into 31 (later 32) community school districts, each under the auspices of a locally elected board. The findings and recommendations of a large-scale evaluation of the governance of New York City schools in the post-decentralization era are presented in this report. Among the major recommendations are: (1) community school boards should be enabled to perform to the full extent of the roles envisioned by law in the management of schools under their jurisdiction; (2) community board accountability and effectiveness should be fostered through consistent oversight by central authorities and community board election reform; (3) the centrally-run instructional programs (such as certain high schools and special education programs) must be revitalized by vesting responsibilities for the high school in representative governance units independent of the city board and chancellor and decentralizing special education programs; (4) the governance structure should foster broader community and parent participation at all levels of the school system; (5) the primary responsibilities of the chancellor and city board should be redefined; and (6) to ensure that reforms are carried out, an independent, overseeing commission should be established. Concluding the report are separate statements by several members of the Public Education Association, a list of individuals interviewed by the researchers, and a selected bibliography. (KH)

ED 280 642 RC 016 116

Anderson, Jack D.
Academic Preparation and Training of Speech-Language Pathologists for Positions in Rural Schools.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Study; Higher Education; Job Placement; Personnel Needs; *Professional Education; Program Descriptions; Program Proposals; *Rural Areas; Rural Education; *Special Education; Speech Pathology; *Speech Therapy; Student Recruitment; *Therapists
IDENTIFIERS- University of Tulsa OK

A proposed project at the Department of Communicative Disorders and Sciences at the University of Tulsa would recruit and train speech-language pathologists for service to handicapped children and youth in rural settings. The project would address the shortage of speech-language pathologists in rural communities, the lack of training programs in Oklahoma, and the high cost of graduate education through three major activities: (1) recruiting 15 students who will commit themselves to at least one year of service in a rural community following their prescribed course of study; (2) training students for roles specific to rural schools and needs of rural handicapped students; and (3) placing these trained personnel in rural education systems. In addition to the skills and knowledge required of all graduates of the speech-language pathology program, project students would participate in coursework to acquaint them with rural school politics/policy, rural value systems, and various models of service delivery to rural communities. The Project Director would work closely with state department officials, rural school districts, and cooperatives to identify job openings in rural areas and assist project participants in the application process. (LFL)

ED 280 684 SE 047 844

Perry, Leland M.; Grossnickle, Foster E.
Using Selected Manipulative Materials in Teaching Mathematics in the Primary Grades.
PUB DATE- Apr 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; *Manipulative Materials; *Mathematics Instruction; *Primary Education; *Research Utilization; Surveys; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This paper examines two major questions regarding the use of manipulatives in teaching and learning mathematics in the elementary school. First, what does recent research indicate about this topic? It was found that research predominately favors the use of manipulatives with strong support for the use of appropriate kinds of manipulatives for the beginning phases of learning new concepts. Second, what is the extent of availability and usage of manipulatives in grades K through 3? A survey was completed of 75 primary teachers in 11 Southern California schools regarding four types of manipulatives. More than 70% of the schools had available unifix cubes and Cuisenaire rods, while less than 46% had abacuses and base 10 blocks. In terms of frequency of use, teachers of grades K through 3 reported a usage of "some" and "often" of 75% for unifix cubes, 40% for Cuisenaire rods, 19% for abacuses, and 29% for base 10 blocks. Four recommendations for clarifying the role of manipulative materials are included. (Author/MNS)

ED 280 701 SE 047 863

Moilanen, Carolyn
Project SEED in the Portland Public Schools. Evaluation Report 1985-86.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Feb 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discovery Learning; Educational Research; Elementary Education; *Elementary School Mathematics; Intermediate Grades; *Mathematics Achievement; *Mathematics Instruction; Motivation; Program Evaluation; *Student Attitudes; Teaching Methods
IDENTIFIERS- Mathematics Education Research; Oregon (Portland); *Project SEED

Project SEED (Special Elementary Education for the Disadvantaged) is a supplementary mathematics program which applies Socratic discovery methods to mathematics instruction. It was implemented in 10 fourth- and fifth-grade classrooms in Portland to improve mathematics achievement and increase students' esteem for mathematics learning. Student achievement growth for the SEED groups was mixed. Four classes made gains greater than the district average, four classes neither gained nor lost, and one class gained less (data from the 10th class are not included). No significant correlations were found between achievement and length of time in the project. Student attitudes did not change significantly; nearly 70% were positive both before and after SEED. The implementation plan was difficult to accomplish, and the SEED curriculum was not integrated with the district's mathematics program. Observations indicated that students were introduced to some elements of exponentiation and were involved in enjoyable classroom activities. It was recommended that SEED be considered as an extracurricular enrichment program. (MNS)

Technologies for Prehistoric & Historic Preservation.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-E-319
PUB DATE- Sep 86
NOTE- 209p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Archaeology; Architectural Character; *Architecture; Building Conversion; Building Obsolescence; *Buildings; Conservation (Environment); Construction Materials; Facilities; Facility Guidelines; *Preservation; *Repair; Resources; *Technological Advancement

Archaeological remains and historic structures and landscapes are important tangible reminders of the United States' rich and diverse cultural heritage. In recent years the stresses on these unique, nonrenewable cultural resources have increased dramatically. This report presents the primary findings of an assessment requested by the House of Representatives Committee on Interior and Insular Affairs. Focus is on the applications of preservation technologies rather than preservation disciplines. The study examines the current use of preservation technologies and identifies research and development needs. It also explores how improvements in Federal policy and implementation can make more effective use of technologies appropriate for managing this country's prehistoric and historic cultural resources. Appendices are: (1) "Cultural Resources Management Laws and Regulations"; (2) "Documentation and Conservation of Rock Art"; (3) "Registration and Private Ownership of Archaeological Objects"; (4) "National Register Criteria from the Introduction to: 'How to Apply the National Register Criteria for Evaluation'"; (5) "National Register of Historic Places Inventory--Nomination Form"; (6) "U.S. National Park Service Cultural Programs"; (7) "Advisory Council on Historic Preservation"; (8) "National Trust for Historic Preservation"; and (9) "National Building Museum." (BZ)

ED 280 887 TM 870 217

Marsh, Herbert W.; Richards, Garry
The Outward Bound Bridging Course for Low-Achieving High School Males: Effect on Academic Achievement and Multidimensional Self-Concepts.
PUB DATE- 25 Apr 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Behavior Rating Scales; *Course Evaluation; Foreign Countries; Grade 9; High Schools; *Low Achievement; *Males; Mathematics Achievement; Multitrait Multimethod Techniques; Parent Participation; Reading Achievement; *Residential Programs; *Self Concept; Self Concept Measures; Standardized Tests; Test Reliability; Test Validity
IDENTIFIERS- Academic Self Concept Scale; Australia; Coopersmith Self Esteem Inventory; *Outward Bound Bridging Course (Australia); Self Description Questionnaire

The Outward Bound Bridging Course is a 6-week residential program designed to improve academic achievement and self-concepts in low-achieving high school males. During 1980-1984, five courses were conducted for 66 Australian high school males. Most of them were ninth grade students, chosen on the basis of poor academic performance, an apparent potential to perform better, and strong parental support. The design of the evaluation component of this study evolved during the 5-year period. After the first 2 years, standardized mathematics and reading tests, the Self-Esteem Instrument (SEI) and the Self-Description Questionnaire (SDQ) were administered before, during, and after each course. Findings supported: (1) the effectiveness of the Outward Bound Bridging course coupled with parental involvement as an academic intervention for low-achieving high school males on both academic achievement and academic self-concept; and (2) the validity of multidimensional self-concept responses to the Self-Description Questionnaire in relation to academic performance and in relation to the impact of an effective academic intervention. The short multiple time-series design, the specificity of the effects to academic outcomes, and the generality of the effects across academic self-concept and achievement make implausible many possible internal and external threats to the validity of the interpretations. (Author/JAZ)

ED 280 902 UD 025 396

De Simone, Peter, Ed.; Kunz, Julia, Ed.
Welfare Reform in Missouri. A Report of the Welfare Reform Committee.
Missouri Association for Social Welfare.
PUB DATE- 87
NOTE- 85p.
AVAILABLE FROM- Missouri Association for Social Welfare, 412 Jefferson, Jefferson City, MO 65101 ($3.00 contribution).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Opportunities; Family Income; Federal Programs; Federal State Relationship; Living Standards; *Poverty; *Poverty Programs; *State Aid; State Programs; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Missouri; Reform Efforts

This report outlines findings and recommendations of a committee study of whether the State of Missouri is in need of welfare reform. The major finding is that Missouri's current welfare system is substantially deficient and requires correction of laws, policies, practices, and resource allocation. Three major themes are the following: (1) welfare programs must be nonpunitive in design and implementation; (2) they must provide incentives, not punishments, for work; and (3) they must be sufficient to provide essential health and welfare services to families and individuals. The report is divided into three main parts. Part 1 contains an executive summary and presents major recommendations, including expansion of the "safety net" and work opportunities for the poor. Part 2 presents a general overview/review of the Missouri welfare system, and State and national trends in poverty and welfare. It describes a growing poverty rate and focuses on the effectiveness of programs such as Aid to Families with Dependent Children, Medicaid, Emergency Assistance, food stamps, commodities programs, the Work Incentive Program, and the Job Training Partnership Act. Part 3 includes six papers by members of the Welfare Reform Committee, three of which relate personal experiences of welfare mothers. (KH)

McDevitt, Teresa M.; Carroll, Marcalee
Are You Trying to Trick Me? Some Social Influences on Children's Responses to Problematic Messages.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age; *Comprehension; Critical Thinking; *Deception; *Elementary School Students; Evaluation; Grade 3; Primary Education; *Social Cognition
IDENTIFIERS- *Comprehension Monitoring; *Intention

Speakers' ages and intentions were examined as influences on children's evaluations of orally presented messages. A total of 112 third-grade children listened to one of four speakers, two women and two 9-year-old girls, presenting the same essays on videotape. Half of the children assigned to each of the four speakers were told that the speaker was trying to inform them about some topics; the other half were told that the speaker was trying to trick them.

Children were asked for their evaluative responses to the essays, some of which contained internally inconsistent statements. Analyses indicated that children reported more inconsistencies with speakers described as deceptive than with speakers described as honest. Children reported more inconsistencies with adult speakers than with child speakers, although this difference was not statistically significant. Children's critical comments about the essays and speakers' presentations were also examined. The implications of social processes for children's comprehension monitoring are discussed. (Author/RH)

Annual Demographic Data for Migrant Family Housing Centers: 1985 Harvest Season.

California State Dept. of Housing and Community Development, Sacramento.

PUB DATE- 86
NOTE- 15p.; For the 1980 report, see ED 216 839.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Family Characteristics; Low Rent Housing; Migrant Children; *Migrant Housing; Migrant Programs; *Migrant Workers; *Migration Patterns; Residential Patterns; *Seasonal Laborers; Tables (Data)
IDENTIFIERS- *California

California, largest employer of seasonal labor in the United States, employs an average of 119,600 seasonal farmworkers per year. To ease problems of housing this seasonal workforce, the State Department of Housing and Community Development's Office of Migrant Services contracts with local government agencies to provide decent/affordable housing for over 12,000 migrants in 25 centers in 14 agricultural counties. These centers are occupied during the 6-month harvest season from April through November. The 19th annual demographic data on migrant families who occupy these housing units indicates the typical 1985 migrant family consists of five persons, with two parents between 18 and 44 years old, who have completed 4 to 6 years of school. The family has two or three children and possibly another relative living with them. Two household members work in the field and two children attend day/infant care facilities or summer school. Approximately 39% of families migrate annually from as far away as Central Mexico (1,800 miles), 30% migrate from South Texas and northern Mexican states of Coahuila, Nuevo Leon, and Chihuahua, and 25% come from the Yuma-El Centro-Mexicali area. An estimated 47% of the 2,445 families served stayed at the 25 centers the entire 180-day occupancy period. (NEC)

ED 280 751 SO 017 506

Electoral Law: Documents on Politics and Society in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Civil Rights; *Constitutional Law; *Elections; Foreign Countries; *Government (Administrative Body); Higher Education; Politics; Residence Requirements; *Voting; *Voting Rights
IDENTIFIERS- *West Germany

Free elections are one of the fundamental principles of any parliamentary democracy. The constitution of the Federal Republic of Germany, the Basic Law, stipulates in its article 20(2) that "all state authority emanates from the people" who exercise that authority "by means of elections and referendums and through special legislative, executive and judicial organs." These principles are irrevocable. This booklet includes the text of the Electoral Law of the Federal Republic of Germany enacted on May 7, 1956 and material about the electoral system, electoral bodies, franchise and eligibility, preparations for elections, the polls, establishment of the election results, special regulations for by-elections and repeat elections, attaining and losing membership in the German Bundestag, and final provisions. (BZ)

ED 280 844 SP 028 778

Craig, Robert; Freeman, Donald

Survey of Advanced Degree Graduates of Michigan State University: 1982-1985 Academic Years. Research and Evaluation in Teacher Education: Program Evaluation Series #13.

Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; Followup Studies; *Graduate Surveys; Higher Education; Minority Groups; *Program Effectiveness; *Schools of Education; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *Michigan State University

In the follow-up survey that serves as the focus of this report, questionnaires were sent to 430 Michigan State University alumni who earned an Ed.S or Ph.D degree in Education during a four year period from 1982 to 1985. Responses from 254 alumni were returned. This report offers an overview of some of the findings with respect to the graduates' backgrounds, attitudes, degree experiences, and professional achievements. Comparisons with a 1982 survey of 494 alumni, who graduated between 1976 and 1981, are given whenever there appears to have been an important change in graduates' characteristics or attitudes. A discussion is presented of graduates' comments on what changes (if any) should be made in the graduate program, and what characteristics of the program were the most beneficial. Some basic questions are posed about program changes suggested by graduate concerns and other findings. (JD)

ED 280 585 PS 016 417

Simner, Marvin L.
An Evaluation of a New Teacher Inventory to Identify the Failure-Prone Preschool Child.
SPONS. AGENCY- University of Western Ontario, London.
PUB DATE- 86
NOTE- 28p.; Updated version of paper presented at the Meeting of the Canadian Psychological Association (Ottawa, Ontario, Canada, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *High Risk Students; Preschool Children; Preschool Education; *Readiness; *Screening Tests; *Test Reliability; *Test Validity
IDENTIFIERS- *Ontario; Teachers School Readiness Inventory

An evaluation was made of the effectiveness of an empirically derived five-item questionnaire, the Teacher's School Readiness Inventory (TSRI), in identifying at-risk or failure-prone preschool children. Screened with the TSRI in the spring of either the prekindergarten or kindergarten year, four samples totalling 453 children were followed through the end of first grade. Results showed that scores on the TSRI produced an average correlation of .58 with the children's performance across the first grade curriculum. The cutoff points on the inventory achieved an overall hit rate of 86 percent, and correctly identified 73 to 90 percent of those preschool children whose subsequent work in first grade placed them at or near the bottom of the class. (References, a TSRI individual rating form, and three tables are appended.) (Author/RH)

ED 280 600 PS 016 442

Carugati, Felice F.
Parental Identity and Social Representations of Intelligence and Development.

PUB DATE- Sep 86
NOTE- 10p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Psychology Section (Exeter, England, United Kingdom, September 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; College Students; *Intelligence; *Parent Attitudes; Self Concept; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Representational Thinking; *Social Representations

A study was made of social representations concerning intelligence and its development among groups of parents, parent-teachers, and university students. One of the main functions of social representations is to enable individuals to master and familiarize the unknown and inexplicable and stabilize social identity. What is inexplicable about intelligence and its development resides in the direct and everyday experience of interindividual differences. Research indicates that representations of intelligence are rich in content. While it is true that the logical mathematical model of intelligence is valued, intelligence is also considered as the interiorization of social norms and values; as a manifestation of social ability; as personality traits linked with discipline, rigour, personal commitment, and perseverance. How these themes are evident in different adult groups in relation to their level of direct experience with children is described in comparisons of parents and non-parents, parents with one and parents with two children, fathers and mothers, housewives and working mothers, and teachers with and without children of their own. Among the findings, parents, much more than non-parents, refuse any idea of the development of intelligence and prefer to think of it in terms of biological heredity. Parents with two children differ from non-parents in viewing intelligence as a gift which does not develop and is revealed through biological maturation, admitting no influence of environmental factors and, more particularly, no influence of family characteristics. (RH)

Toro, Leonor; Doran, Sandra
Peru. America = Las Americas Series .
Connecticut State Migratory Children's Program, New Haven.
SPONS. AGENCY- Hamden-New Haven Cooperative Education Center, Conn.
PUB DATE- 87
NOTE- 163p.; For other items in the quarterly "America-Las Americas" series, see RC 016 162-167, ED 258 744, and ED 258 776.
AVAILABLE FROM- Migratory Ethnic/Arts Component, New Haven Cooperative Education Center, 800 Dixwell Avenue, New Haven, CT 06511.

LANGUAGE- English; Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Instructional Materials; Biographies; *Cultural Background; Cultural Education; Economic Factors; Elementary Education; Foreign Countries; Geography; Language Arts; *Latin American Culture; *Latin American History; Leaders; *Migrant Education; *Social Studies; Units of Study
IDENTIFIERS- *Peru

Intended for elementary teachers to use with migrant students, this bilingual English/Spanish social studies resource booklet provides an encyclopedia-style overview of Peru's history, geography, economy, and culture. Topics included are the people, geographic regions, festivals and celebrations, the economy, natural resources, Lake Titicaca, early civilizations, the Spanish conquest, colonial government, the independent republic, Incas, music and dance, and important cities (Lima, Ayacucho, Cuzco). Biographical sketches introduce Javier Perez de Cuellar, Alan Garcia Perez, Ricardo Palma, and Dona Juana Azurduy de Padilla. Consisting mainly of narrative text, the booklet includes maps, illustrations, fact sheets, word searches and other activity pages, the national anthem, and a 31-item bibliography. (NEC)

ED 280 670 RC 016 196

Rivera, Manuel G.
Recruitment of Hispanic and Black Students.
PUB DATE- Nov 86
NOTE- 29p.; Paper presented at the Annual Conference of the Texas Association of Collegiate Registrars and Admissions Officers (65th, College Station, TX, November 2-5, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Admission (School); *Articulation (Education); *Black Students; *Community Colleges; Educational Attainment; Educational Planning; Enrollment; Higher Education; *Hispanic Americans; Institutional Cooperation; Intercollegiate Cooperation; *Minority Groups; Postsecondary Education; Student Recruitment; *Transfer Programs; Transfer Students
IDENTIFIERS- California; Texas

The issue of recruitment of community college minority students who are underrepresented in higher education (Hispanics and Blacks) is complex and needs various programs which are unique and fit within the framework of the institution. Historical elements in Texas make it difficult to implement recruitment efforts. Recent statistics illustrate the growth of Hispanic and Black populations in Texas and their lack of educational attainment. Texas Hispanic enrollment is mostly in 2-year colleges, making the transfer and recruitment of Hispanics crucial in increasing the number of bachelor's degrees. California provides a more efficient and predictable example of a system in which the first 2 years of college credit are transferred to a 4-year college/university. Leadership is essential in any effort to increase the transfer rate of minority students. Recruiters must obtain the endorsement of the college president and/or board; identify a location in the college and call it a transfer center; provide 4-year counseling to the community college student; involve faculty in the effort; and research the institution and set short- and long-term goals and plans. The four most common program components of 24 community colleges to iincrease minority access to four-year institutions are curriculum development, articulation, student transfer information, and student services. (NEC)

ED 280 718 SE 047 881

Randhawa, Bikkar S.
Basic Skills and Macro- and Micro-Analysis of Mathematics Achievement of Grade Ten Students as a Function of Gender and Locale.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- 87
NOTE- 23p.; Paper presented at the Canadian Educational Research Association Conference (Hamilton, Ontario, May 31-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Research; Foreign Countries; Grade 10; *Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; Secondary Education; *Secondary School Mathematics; *Sex Differences; Testing
IDENTIFIERS- Canada; *Mathematics Education Research

A large and representative 10% sample of classrooms consisting of 1,587 students from a mid-western province in Canada was administered a standardized achievement test battery. This battery consisted of four tests, Reading, Mathematics, Written Expression, and Using Sources of Information. Gender and rural-urban differences in achievement and macro- and micro-skills in mathematics were examined. Females, as expected, were superior to males in all except the mathematics test, in which males were better than females. Though Manova results suggested rural-urban differences in achievement, the corresponding Anovas for the four tests confirmed the null hypothesis. An analysis of the mathematics items when grouped into three mental-process or macro-skill categories showed that males were better than females on only the problem solving component. However, males and females from rural classrooms were similar on computation but in the urban classrooms males were better than females. Students from rural classrooms achieved better on concepts than those from urban classrooms. Similarly, an analysis of eight mathematics components, comprising content-specific mental prcesses, produced sex differences on three components and locale differences on two. These findings are interpreted in relation to contemporary theory and research. (Author)

ED 280 736 SE 047 900

Salters, Charles R.; And Others
The Relationship between Attitude toward Science, Science

Self-Concept and Other Variables of Occupational Choice to the Science Career Choice of Black College Students.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Black Students; *College Science; *College Students; Course Selection (Students); Higher Education; *Majors (Students); Minority Groups; Predictor Variables; *Science Careers; Science Education; Self Concept; Student Attitudes
IDENTIFIERS- Morgan State University MD; *Science Education Research

This study was designed to determine the relationship between the black college student's attitude toward science, science self-concept, and other variables of occupational choice and the selection of an academic major. The combined effect of the variables of occupational choice on the selection of an academic major was also examined. Science and non-science majors (N=410) at Morgan State University, Maryland, participated in the study. The student responses to questionnaires were entered into multiple regression analysis; the instruments were as follows: (1) the Purdue Masters Attitude Scale, Form B; (2) Brookover's Science Self-Concept of Ability Scale, Form B; and (3) a questionnaire especially designed for this project (Salters, 1985). Six variables were identified as being significant and accounted for 42 percent of the variance. These variables included: (1) science self-concept; (2) presence of role model; (3) image of the field; (4) course counseling; (5) attitude toward science; and (6) high school science background. References are also provided. (ML)

ED 280 767 SO 018 014

Hurrelmann, Klaus
Comprehensive Socialization Theory in Research on Adolescence and Youth.

PUB DATE- May 84
NOTE- 24p.; Paper presented at Integrative Perspectives on Youth Development Conference (Berlin, West Germany, May 20-24, 1984). For related document, see SO 018 015.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Educational Psychology; Foreign Countries; Individual Development; Interdisciplinary Approach; Models; *Psychology; *Research Methodology; Secondary Education; *Socialization; *Social Science Research; Social Structure; *Sociology; Theories; Youth
IDENTIFIERS- *West Germany

A general frame of reference for a comprehensive model of socialization is presented. This model considers different levels of theoretical analysis and a methodological combination of investigations of the "objective" social reality with "subjective" interpretations of reality as it is in the Federal Republic of Germany. The meta-theoretical model of the subject in socialization research, the principles of theory construction in this discipline, and pluralistic methodological procedures are discussed. An interdisciplinary approach is needed which will provide for a division of labor between sociology, psychology, and educational science within the framework of an integrative program of research. (BZ)

ED 280 797 SO 018 147

What's the Difference? Teacher's Guide.
National Federation of Independent Business, San Mateo, CA. Research and Education Foundation.
PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalism; Communism; *Comparative Analysis; Consumer Education; *Costs; *Developed Nations; Economic Development; Economics; *Economics Education; *Economic Status; Learning Activities; *Living Standards; Socialism
IDENTIFIERS- France; Great Britain; United States; USSR; West Germany

To assist students in comparing living standards in the Soviet Union and Western Nations, a chart containing data from a 1982 survey of the retail prices of 179 selected consumer goods and services is provided. Prices were converted into worktime equivalents and the capital of each country, with the exception of Munich, was chosen to represent the entire nation. The accompanying teacher's guide offers suggestions for using this chart which shows the prices of a wide variety of commodities in five major countries: Great Britain, France, West Germany, the Soviet Union, and the United States. The first of four major sections contains background information on the survey, the commodities selected, and an explanation of how money prices were converted into worktime prices. Section 2 includes a discussion of five general characteristics that can be used to compare economic systems. In section 3, the economies of five countries are compared in terms of these characteristics. In the final section, criteria for evaluating the performance of different economies are described. Each discussion is followed by an activity to help students better understand and use the concepts and information in the section. Although sections can be used separately, it is recommended that they be used in sequence. (LH)

ED 280 813 SP 028 690

Marsh, David D.
Research Utilization Strategies for Preservice and Inservice Teacher Educators.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diffusion (Communication); *Educational Research; Higher Education; Information Dissemination; Inservice Teacher Education; Networks; Preservice Teacher Education; *Research Utilization; *Teacher Educators

The theme developed in this paper is that major improvements could be made in the research acquisition and utilization process for preservice teacher educators and that this improvement would constitute important faculty development. Efforts to improve the way professors acquire and utilize research on teaching must be based on two assumptions: that the body of research is adequate and that it is available to them. This paper begins with an exploration of these two assumptions. It then turns to the way preservice teacher educators and school district-based inservice teacher educators acquire and utilize this body of research. Similarities and differences in research acquisition and utilization for professors and district-based inservice educators are explored. Training as a vehicle for research acquisition and utilization is considered, and the role of networks in research utilization and institutional support for faculty development are discussed. Implications are developed for how faculty development could proceed based on this analysis. (JD)

ED 280 829 SP 028 735

Floyd, Juanita S.
North Carolina Comprehensive Plan.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Standards; Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation; *Teacher Promotion; *Teacher Qualifications
IDENTIFIERS- *North Carolina

An overview is presented of the actions of the General Assembly and the State Board of Education of North Carolina in authorizing a number of education proposals focusing on the accountability of school personnel. Progress highlights in the efforts to improve and maintain quality teacher preparation programs are outlined; these highlights cover such topics as competencies and guidelines for approved teacher education programs, initial teacher certification and evaluation of beginning teachers. An outline is provided of the eight performance criteria upon which teachers will be evaluated, not only for initial and final certification, but also for promotion up the career ladder. The four levels of differentiation in the Career Development Plan are listed: (1) initial status; (2) provisional status; (3) Career Status I; and (4) Career Status II. The requirements for attaining each status are described, and the appeal process for moving from one status to another is explained. Observations and evaluations for making recommendations for movement to Status I and beyond are outlined. (JD)

ED 280 859 TM 870 185

Identifying Minimum Skills, School Year 1984-85.
Kansas State Dept. of Education, Topeka. Div. of Education Services.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavioral Objectives; Criterion Referenced Tests; Elementary Secondary Education; Grade 2; Grade 4; Grade 6; Grade 8; Grade 10; Instructional Improvement; *Mathematics Skills; *Minimum Competencies; *Minimum Competency Testing; *Reading Skills; School Districts; Scores; State Programs; State Standards; *Test Results
IDENTIFIERS- *Kansas Minimum Competency Testing Program

The Kansas Minimum Competency Tests (KMCT) were designed to provide information about student performance on selected minimum competencies in reading and mathematics. The KMCT were criterion referenced tests in which each item was keyed to a minimum competency objective; student performance was measured against a predetermined standard. The tests for grades two, four, and six focused on minimum skills necessary to achieve success at the next grade level. In grades eight and ten, the focus was on the application of reading and mathematics skills in lifelike situations. This report analyzes the performance of Kansas students on the minimum competency examinations given in April 1985. Results are summarized for each grade level along with tables listing each objective, objective number (ranked by the percent of students meeting teacher expectation), teacher expectation level, percent of students meeting teacher expectations, and test item numbers corresponding to the objectives. Based on the results, general instructional recommendations are given for both reading and mathematics. Tables following the report indicate the percentage of students tested whose scores met or exceeded established minimal competence standards for every public and private school district participating in the April 1985 KMCT. (JAZ)

Rossi, Robert; Gilmartin, Kevin
Workplans for Developing Educational Indicators. Technical Report No. 17.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87500-4-81-TR
PUB DATE- Apr 81
NOTE- 86p.

CONTRACT- 300-80-0823
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Educational Economics; Educational Quality; *Educational Research; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Information Needs; *Institutional Evaluation; National Surveys; Predictor Variables; *Research Design; *Social Indicators; Statistical Surveys
IDENTIFIERS- *Educational Indicators; *National Center for Education Statistics

Five workplans were developed for the National Center for Education Statistics' (NCES) educational indicators program. The implementation of these workplans will be useful to both NCES staff and users of NCES data and will provide opportunities for joint working relationships among the authors, consultants, and NCES staff. The five plans call for (1) development of a handbook containing time-series data generated by NCES surveys and guidelines for use of these data in analysis; (2) preparation of a guide to interpreting indicator data that would be written for nonstatisticians and designed for inclusion in "The Condition of Education"; (3) construction of composite indexes describing the market values of the numbers and types of degrees offered at colleges and universities; (4) analysis and presentation of accreditation measures for higher education institutions; and (5) design of state reports based on the Common Core of Data, describing the changing conditions of local education agency operations. Two related reports are appended: an outline of the variables needed for monitoring the social and economic conditions in education, and a report suggesting various indicator development projects. (GDC)

ED 280 616 PS 016 478

Bellows, B. P.
What Makes a Team? The Composition of Small Groups for C.A.I.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Computer Uses in Education; *Elementary School Students; Grade 2; Interpersonal Relationship; *Map Skills; *Peer Relationship; Primary Education; Small Group Instruction; *Social Sciences

This study examined the task performance and social interaction of young children who used a computer to learn map skills. Specifically, ability and sex were examined in relation to students' achievement on a social studies task and in relation to student interaction in small groups. Subjects were 66 second grade students in 3 different classrooms. A total of 28 boys and 27 girls were assigned to dyadic or triadic treatment conditions. Results indicated that students in mixed-ability triads had significantly greater gains in achievement than students in uniform-ability groups, that boys and girls did equally well on the task, high-ability students were dominant in group interaction, and subjects most freqently gave and received terminal responses and rarely gave explanations. It is concluded that ability has a bearing on student interaction and achievement in small group computer learning situations. (RH)

Potocik, Pamela D.; Marshall, Cynthia L. K.
Cooperative Professional Services for Severely Handicapped Children in Rural Areas: Implementation of Programs and Analysis of Child Progress Data.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; Cooperative Programs; *Delivery Systems; Educational Assessment; Family Programs; Infants; Models; *Outcomes of Education; Preschool Education; Pretests Posttests; Program Descriptions; Program Effectiveness; *Program Implementation; Regional Programs; Rural Areas; *Rural Education; *Severe Disabilities; *Special Education; Toddlers
IDENTIFIERS- *Early Intervention Programs; Tennessee

The delivery model of the Birth-through-Three program incorporates interlocking community-based centers with a regional agency (Little Tennessee Valley Educational Cooperative) under the administrative guidance of an advisory council. The program goal is to provide highly qualified professional services to the targeted children/families within their home communities in a cost-effective manner. A community-based center in Blount County, Tennessee, serves 15 children and one in Loudon County serves 7 children. The centers provide direct professional services and a Parent Information Center that informs, trains, and uses the skills of parents. Children eligible for the program meet at least one of the following criteria: (1) medical diagnosis associated with mental retardation; (2) diagnosis of moderate or greater mental retardation as determined by psychological assessment; and (3) significant delays in at least two of the five targeted developmental areas. Data on the progress of each child enrolled is maintained through a pretest/posttest procedure. Data analysis shows consistently significant gains in perceptuo-cognitive, language, and gross motor skills. The program's regional cooperative administrative structure, coupled with the employment of highly qualified professional staff, appears to be a productive, cost-effective model for providing educational services to young handicapped children in rural areas. (JHZ)

ED 280 685 SE 047 845

Linkous, L. W.; And Others
Enright Arithmetic Program: Pilot: Urban Intermediate School. Preliminary Research Report.
PUB DATE- 15 Nov 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diagnostic Teaching; Educational Research; Elementary Education; *Elementary School Mathematics; *Error Patterns; *Field Studies; Intermediate Grades; *Mathematics Instruction; Mathematics Skills; *Remedial Instruction; Testing
IDENTIFIERS- *Mathematics Education Research

The Enright Arithmetic Program is a diagnostic-prescriptive program designed to facilitate an effective remedial effort. The program is based on establishing for each student the set of skills that student needs to learn and also identifies the error pattern causing the student's current failure. Practice materials for each needed skill are provided. This document briefly reports on a pilot testing of the program in grades 5-8 in an urban New England area which indicated that 16.3% of the school's population was on grade level. Scores from the city-wide test in mathematics were used as a pre-post measure of student growth; the criterion-referenced measure in the program was used to assess the effect on curriculum growth. On the first measure, 61% of the students made greater than a one-year gain in computation and total mathematics scores. On the criterion-referenced measure, 82% of the students in grades 6 and 7 and 50% at grade 8 made over a one-year gain in computation. The data were also analyzed to project the impact of the program on below-grade-level students, with results supporting the positive effect of the program on skill acquisition. (MNS)

ED 280 702 SE 047 864

Colgren, John
The Computer Revolution. An Introduction to Computers. A Good Apple Activity Book for Grades 4-8.
REPORT NO.- ISBN-0-86653-067-3
PUB DATE- 82
NOTE- 74p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA421).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computers; Elementary Education; Instructional Materials; *Learning Activities; *Mathematics Instruction; Number Systems; *Programing; Teaching Methods; *Units of Study; *Workbooks
IDENTIFIERS- *BASIC Programing Language

This booklet is designed to introduce computers to children. A letter to parents is provided, explaining that a unit on computers will be taught which will discuss the major parts of the computer and programming in the computer language BASIC. Suggestions for teachers provide information on starting, the binary system, base two worksheet, binary cards, mind-reading cards, "Napier's Bones," the "Human Computer," and programming; award certificates and an answer key are also included. The student booklet has sections on what computers are, the beginning and history of computers, computer components, flow charts, and programming. (MNS)

ED 280 752 SO 017 632

Uchida, Takeo
Political Science in Asia and the Pacific: Status Reports on Teaching and Research in Ten Countries. Social and Human Sciences in Asia and the Pacific, RUSHSAP Series on Occasional Monographs and Papers, 10.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
PUB DATE- 84
NOTE- 379p.
AVAILABLE FROM- United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Global Approach; *Higher Education; *International Education; *Political Science; Regional Cooperation; Research; Research Reports; *Social Science Research; Social Sciences

This publication contains reports on the status of teaching and research in political science in ten countries in the Asia-Pacific Region. These reports prepared according to a common guideline provide an opportunity for comparison. The essays review how political science has grown and taken root in the respective countries; the problems it faces; and future directions. Following an introduction, "Issues and Perspectives in Political Science in Asia and the Pacific," the country status reports for Japan, Republic of Korea, Thailand, Indonesia, Philippines, Malaysia, India, Bangladesh, Australia, and New Zealand are presented. (KWL)

ED 280 845 SP 028 779

Putnam, Joyce; Johns, Betty

Potential of Demonstration Teaching in Teacher Preparation and Staff Development Programs. Research and Evaluation in Teacher Education: Program Evaluation Series No. 14.

Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Feb 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; *Demonstrations (Educational); Higher Education; *Instructional Effectiveness; *Learning Strategies; *Preservice Teacher Education; Staff Development; Teacher Behavior; Teacher Education Programs; *Teaching Methods

This article discusses the use of demonstration in teacher education programs, emphasizing demonstration's potential in teacher preparation and staff development programs, and detailing the practical problems associated with its use. Demonstrations serve: (1) to illustrate teacher instructional behaviors or thinking and decision processes related to planning and reflection; (2) as a step in the development of desired teaching behaviors; (3) to illustrate how to assess cognitive processing skills of pupils; (4) as illustration of the integration of theoretical research and practical knowledge; (5) as an opportunity for candidates or professors to critically question the rationale for use of and/or the effects of ideas demonstrated; (6) to develop professor credibility; and (7) as a means for professors to explore ideas and remain current about pupils. A review of research studies offers insights into both symbolic (written or verbal illustrations of instructional procedures) and perceptual (visual enactments of teaching practices) demonstrations. Problems related to the use of demonstrations are pointed out. A two dimensional planning model is described. The planning model phases (initial planning, planning aspects of demonstrations, and planning for the pre-observation and post-observation briefing sessions) are discussed and illustrated on charts. A list of references is included. (JD)

Maxwell, Laurie
Making the Most of Ability Grouping. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Elementary Education; High Achievement; Low Achievement; *Mathematics Skills; Nongraded Instructional Grouping; *Reading Skills
IDENTIFIERS- Joplin Plan

This summary presents the major findings of recent research carried out at the Center for Research on Elementary and Middle Schools at Johns Hopkins University and published in "Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis." The center examined more than 100 studies of five ability-grouping plans commonly used in elementary schools: between-class, within-class, regrouping for reading and/or mathematics, the "Joplin Plan," and nongraded plans stressing individualized instruction. The findings indicate that assigning elementary students to classrooms according to academic abilities, sometimes called tracking, does not raise pupil achievement. However, grouping pupils within a class for one or two subjects, such as reading or mathematics, can be highly effective. The grouping plans most apt to boost student achievement share at least three criteria: (1) they place students together according to ability levels in the specific skill being taught; (2) they are flexible enough to allow teachers to reassign students to different ability groups if their academic performance changes; and (3) they allow teachers to vary their pace and level of instruction to respond to students' needs. (Several sources for further information on ability grouping are given.) (JAZ)

ED 280 903 UD 025 400

Cooney, Margaret
Education and Job Training Needs of Hispanic Students.
California State Univ., San Bernardino. School of Education.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Acculturation; Career Education; *Counselor Attitudes; Educational Needs; High Schools; *High School Students; *Hispanic Americans; Peer Influence; *Student Needs
IDENTIFIERS- California

A study explored the perceptions of counselors regarding educational and vocational needs of Hispanic students experiencing problems in high school. A sample of 25 secondary school counselors in the San Bernardino-Riverside area of California were interviewed. The counselors most frequently cited these causes for the problems Hispanic students may face: (1) peer pressure; (2) language/learning deficiencies; (3) culture differences; (4) gangs; (5) different social/dating norms; (6) low self-concept; (7) drugs; (8) academic problems; and (9) poor study habits and skills. Nineteen (75 percent) of the counselors ranked peer pressure as the primary reason and almost 100 percent ranked language differences and poor study skills as the secondary reason. Also asked about Hispanic self-concept, the counselors stated that Hispanic students may experience identity confusion due to a lack of positive role models and culture conflicts stemming from differences between the culture at home and the culture at school. Most of the counselors did not feel that Anglo educators understand Hispanic culture, and most believed that both Anglo and Hispanic faculty need training in how to effectively teach and counsel Hispanic students. All of the counselors advocated the development of teaching strategies in middle schools to prepare students for a good transition to high school as well as increased counseling, occupational exploration, and career education for Hispanic students. (KH)

ED 280 917 UD 025 419

Project TRAIN, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 27p.; Prepared by the O.E.A. Bilingual Education Evaluation Unit. For the 1984-1985 report, see ED 272 608.
GRANT- G008402152
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Asian Americans; Bilingual Education; *English (Second Language); Haitians; High Schools; Limited English Speaking; *Parents; *Program Effectiveness; *Second Language Programs
IDENTIFIERS- New York City Board of Education

New York City's Project TRAIN offers parents of high school students of limited English proficiency (LEP) an opportunity to improve their English-language skills. The targeted language groups are Spanish, Haitian Creole (the largest group), Khmer, Korean, and Chinese. Classes are offered at four sites around the city. In 1985-86, the second year of the program, English as a second language (ESL) classes were offered at all four sites, and General Equivalency Diploma preparation classes were offered at three sites. The project served a total of 334 participants, most of whom improved significantly in ESL. Proposed activities were not implemented uniformly at all sites. More coordination is needed and these specific recommendations are offered: (1) the proposal should be revised to broaden the target population; (2) participants should be screened to determine if they meet minimal eligibility criteria for entry; (3) evaluation objectives that require the tabulation of high school grades and attendance should be deleted; (4) the Vanderveer Community Catholic Center should be monitored to assure more consistent service at this site; and (5) record-keeping and data collection should be adequately performed. (KH)

ED 280 931 UD 025 458

District Facilitator Project, E.C.I.A. Chapter 2, Final Evaluation Report, 1985-1986.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Aug 86
NOTE- 36p.; For the 1982-83 report, see ED 241 630.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Coordination; Elementary Secondary Education; Mathematics Instruction; *Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation; Special Education; *Special Programs; Teacher Education; Urban Schools
IDENTIFIERS- *District Facilitator Project DC; National Diffusion Network

The District Facilitator Project (DFP) assists local schools to improve their programs by linking them with exemplary projects in other school districts around the country. DFP provides coordination, technical assistance, and other services to aid implementation in the new location. The following objectives were stated for the program: (1) a majority of teachers trained in the National Diffusion Network (NDN) Micro Math program and a majority of teachers trained in NDN's Diagnostic Prescriptive Arithmetic (DPA) program will implement the programs during the 1985-86 school year; and (2) students in these programs will demonstrated increased mathematics achievement through test scores. The percentile rank of Micro Math students and fourth grade DPA students remained above the national norm, although only seventh- and eighth-grade Micro Math students increased their percentile ranks from 1985 to 1986. Only one-third of teachers trained in Micro Math and two-thirds of those trained in DPA implemented the programs. The following recommendations are made: (1) training and participation of teachers in special programs should be considered before changing their position, grade level, or school; and (2) teachers committed to implementing a program should be selected to receive training in the program. (LHW)

Rey, Micheline
Training Teachers in Intercultural Education? The Work of the Council for Cultural Cooperation (1977-83).
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; Cultural Interrelationships; *Educational Strategies; Foreign Countries; Government Role; Intercultural Programs; Language Role; *Migrant Education; *Multicultural Education; *School Community Relationship; *Teacher Education
IDENTIFIERS- *Council of Europe (France); Europe

Showing awareness of the problems and the definition of priorities, this booklet summarizes Council of Europe activities and issues surrounding the intercultural training of teachers of migrant children from 1977-1983. Chapter 1 charts milestones in the Council's activities on the integration of migrants. Chapter 2 delineates terms of reference, methodology, and strategies of the working party on the training of teachers. Chapter 3 discusses language problems, plurality of approaches, and political differences in both theory and practice of the intercultural approach. Chapter 4 outlines 13 proposals for intercultural education which involve the entire school community: teachers, teacher trainers, administrators, pupils, parents, and the community as a whole. Proposals include use of art as a medium for communication and the symbolic role of the presence of mother tongues in the school. Chapter 5 considers teacher training stemming from political commitment and covering the whole education system, using a combination of methods, involving the intercultural approach in both theory and practice, and providing conceptual and methodological tools and teaching resources. A concluding section presents recommendations to member states on the training of teachers in education for intercultural understanding in a context of migration. A list of 32 publications is appended. (NEC)

ED 280 657 RC 016 170

Horn, Jerry; And Others

A Study of Rural/Small Schools and Their Graduates in a Seven State Area.

Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- Nov 86
NOTE- 336p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Planning; Community Characteristics; Community Satisfaction; Comparative Analysis; Counseling Techniques; Course Selection (Students); Differences; Educational Environment; Educational Practices; *Educational Trends; Graduates;

*Institutional Characteristics; Questionnaires; Regional Characteristics; Rural Environment; *Rural Schools; School Counselors; Secondary Education; *Secondary Schools; *Small Schools; *Student Attitudes; Superintendents
IDENTIFIERS- United States (Midwest); United States (Rocky Mountain States)

This study identified patterns among small schools in rural communities across a seven-state area. Perceptions of high school seniors, counselors, and graduates were gathered about their rural schools in districts with grade 7 to 12 enrollments of less than 500. Factual information about programs and local schools was obtained from school administrators. Ninety-six school districts in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming participated. Data were compiled by source, e.g. high school student, graduate, superintendent, and by area of inquiry, e.g., school, community, and presented in 11 table sets with data broken down in 137 separate tables by factors such as states, enrollment size, degree of isolation. Comparisons also were made by enrollment size. Schools in the study were found to be more alike than different and characteristics were consistent across the seven states. Among discovered patterns were: staff lack of advanced degrees; low number of years of tenure; lower base teacher salaries and higher district per pupil cost in smaller districts; high percentage of students/graduates planning/pursuing post-secondary education; student satisfaction with academic/career preparation and community life; and relationships between enrollment size and percent of students who take selected courses. Tables and survey forms are included. (LFL)

ED 280 768 SO 018 015

Hurrelmann, Klaus
Social Inequality and Selection in the Educational System: Results and Implications of Socio-Structural Socialization Research.
PUB DATE- Oct 85
NOTE- 40p.; Paper presented at Social Inequality Conference/German Sociological Association (Bremen, West Germany, October 8-10, 1985). For related document, see SO 018 014.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Environment; *Disadvantaged Youth; *Educational Psychology; Elementary Secondary Education; Foreign Countries; Psychology; *Social Differences; *Socialization; *Social Science Research; Sociology; Students; Theories; *Track System (Education); Working Class
IDENTIFIERS- *West Germany

Family socialization is a social mechanism of the reproduction of social inequality from one generation to the next. The argument about the "class-specific socialization," which stopped in the 1970s, is being taken up again with this discussion and developed further towards a theory of socio-structural and situation-specific socialization. Also considered are the effects of family socialization on children's success in school. It seems clear that the motivational, cognitive, linguistic, and social demands made in school are probably less developed in disadvantaged families. Although all students, regardless of social origin, have the right to be accepted to all educational courses, the connection between family origin and selection in school--a discrimination against children from working-class families and favoritism of children whose parents are civil servants or employees--becomes apparent. In the Federal Republic of Germany, this process can very clearly be observed for this is--unlike other western industrial countries--an externally differentiated system of the "Sekundarstufe I' with organizationally separated types of school after the fourth grade. (BZ)

ED 280 783 SO 018 053

A Guide to Curriculum Development in Social Studies.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Dec 86
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; Instructional Improvement; Learning Activities; Resource Materials; *Social Studies; Student Evaluation; Teaching Methods
IDENTIFIERS- Iowa

Designed to aid teachers and administrators in developing curriculum and improving instruction in the K-12 social studies, this guide is intended to help districts enhance and build upon their current local curriculum. It is also designed to assist educators in developing social studies programs to meet children's educational needs. The guide is organized into three major sections: (1) rationale, philosophy, and goals; (2) scope, sequence, and strategies, which include democratic beliefs and values, skills, approaches to organizing instruction, suggested teaching and learning strategies, sample lesson formats, and course descriptions; and (3) evaluation, which covers student and program evaluation as well as the selection of evaluation materials. The appendices include samples of general objectives for social studies and skills; sample allocation of instructional time in elementary schools; needs assessment instruments; computers, software, and the social studies; and a curriculum planning model for the K-12 social studies. Figures and tables are also part of the appendices. (KWL)

ED 280 814 SP 028 691

McMurray, J. G.; And Others

Successful Life Experiences, Teaching Styles and Stress in Beginning Teachers.

PUB DATE- 24 Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Career Choice; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Stress Variables; *Teacher Attitudes; Teacher Behavior; *Teaching Styles
IDENTIFIERS- University of Western Ontario (Canada)

The data in this study measure beginning teachers' perceptions of their own success in school and the degree to which they now believe themselves to be committed to making school a happy, successful place for their students. The research also provides Canadian data on the sources and nature of stress during the first year or two of teaching and how beginning teachers perceive their stress levels compared with other beginning teachers, more experienced teachers, their own students, and during their preservice training. Anonymous questionnaire data were elicted from 300 Faculty of Education elementary and secondary graduates of a one-year consecutive program from the 1984 and 1985 graduates of the University of Western Ontario. The questionnaire was returned by 170 men and women who were currently employed. (JD)

ED 280 586 PS 016 419

Lipinski, Judith M.; Calvert, Sandra L.
The Influence of Television on Children's Sex Typing.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Childhood Attitudes; *Children; Comprehension;

Literature Reviews; *Mass Media Effects; Program Content; *Sex Role; *Social Development; Television Research; *Television Viewing
IDENTIFIERS- Social Learning Theory

This paper places research findings within a social learning framework to demonstrate that television influences the development of sex typing in children. First, the presence of sex-typed content in television programming and advertising is documented. Then, the nature of children's attention to and comprehension of televised messages is reviewed. Finally, behavioral effects after exposure to sex-typed television content are examined. Although children can learn both traditional and nontraditional values from television viewing, research findings clearly document that for the past 30 years, television content has overwhelmingly reinforced children for adopting traditional sex roles. Recommendations are offered for moderating these effects. (Author/RH)

ED 280 601 PS 016 443

Huttunen, Eeva

Family and Day Care in Co-Operation as Support to Child Development.

PUB DATE- Jul 86
NOTE- 8p.; Paper presented at the Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Day Care; Early Childhood Education; Foreign Countries; *Individual Development; Parent Participation; Program Evaluation; *Young Children
IDENTIFIERS- *Finland

The effects of cooperation between day care personnel and parents were assessed in two stages. First, action research in three experimental day care centers and two control groups created and evaluated a cooperative program. Second, the results of the research were implemented as an intervention program supporting home education in family day care and open day care settings. The intervention included (1) discussions between parent and day care staff at the beginning of the child's day care experience; (2) a pleasant start in day care; (3) parents' discussion groups; (4) confidential discussions with parents; (5) visits to the child's home; and (6) parents' participation in the activities of a working day in a day care center. Data concerning the success of cooperation were gathered from children, parents, and day care staff through interviews, evaluation, projective testing, and observation. Results are discussed in terms of the benefits of cooperation, effects on education, and effects on child development. Practical conclusions and recommendations for implementing home/day care center cooperation programs are offered. (RH)

DeBruin, Jerry
Young Scientists Explore the World Around Them. Book 1--Intermediate Level. A Good Apple Activity Book.

REPORT NO.- ISBN-0-86653-072-X
PUB DATE- 82
NOTE- 37p.; Drawings may not reproduce well.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($3.95 GA405; $47.40 for set of 12 titles GA1105).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Educational Games; Elementary Education; *Elementary School Science; *Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Parent Participation; Puzzles; *Science Activities; Science Careers; Science Education; Science Instruction; *Scientists

Designed to develop creativity in young learners, this book contains interdisciplinary activities which focus on the theme of scientists. Activity pages are provided that can serve as front and back covers of a student booklet and the suggested activities can be duplicated for insertion between the covers resulting in a booklet for each student. A teacher/parent guide is included and supplies background information, activity descriptions, materials needed, and possible answers for the activities. A variety of exercises address the topics of: (1) what scientists do; (2) the instruments of science; (3) inventions and discoveries; (4) and the study of the earth, moon, stars, sea and weather. (ML)

ED 280 719 SE 047 882

Lee, Okhwa; Lehrer, Richard
Conjectures Concerning the Origins of Misconceptions in LOGO.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Science Education; *Concept Formation; Educational Research; *Error Patterns; Higher Education; Logic; *Mathematics Instruction; Microcomputers; *Programing
IDENTIFIERS- *LOGO Programing Language; Mathematics Education Research

Seven graduate students in a seminar on classroom computing received instruction in LOGO programming. Programming protocols were collected periodically and examined for errors and misconceptions; in-depth interviews were conducted in order to understand specific misconceptions better. As novice students transit from instruction to experience in LOGO, they develop a systematic set of misconceptions concerning the flow of control in programs. These misconceptions result in programming errors including unnecessary repetition of statements, inadequate use of conditional statements, non-existent or inappropriate combination of Boolean operators, failure to initialize variables, and difficulty transferring simple recursive structures developed in the graphics mode to the list processing mode. In addition, students with prior programming experience in BASIC inappropriately attempt to superimpose the iterative FOR...NEXT loop of this language onto recursion in LOGO. The origins of these misconceptions are traced to general properties of cognition and also to specific instructional practices. Four recommendations for instructing novices in LOGO are included. (Author/MNS)

ED 280 737 SE 047 901

Cobern, William W.

Programming Language Choice: A Positive albeit Ambiguous Case for BASIC Programming in Secondary Science Teaching.

PUB DATE- Mar 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; *Computer Science Education; *Computer Uses in Education; Educational Technology; Instructional Improvement; Programing; *Programing Languages; Science Education; Secondary Education; *Secondary School Science; *Skill Development
IDENTIFIERS- *BASIC Programing Language; *PASCAL Programing Language

With the purpose of addressing the area of language choice in computer programming, this paper specifically addresses the use of BASIC as a language for secondary level students. Perspectives are offered on: (1) the role of computers in science education; (2) the differences in quality and intent of PASCAL and BASIC; (3) the role of a non-structured programming language approach; and (4) the problem of cognitive matching. An increase in research is advocated for such areas as the roles of programming in science education, an analysis of the task structure and curriculum demand of languages such as PASCAL, and the effect of prior unstructured programming experience on the acquisition of structured programming skills. A reference list is also provided. (ML)

ED 280 798 SP 027 883

Teacher Education in Arizona: Evolution or Revolution. The Report of the Governor's Task Force on Teacher Education.

Arizona Governor's Office, Phoenix.

PUB DATE- Jun 84

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Admission Criteria; Community Colleges; Elementary Secondary Education; Higher Education; Policy Formation; *Preservice Teacher Education; *Program Evaluation; *Program Improvement; Student Teaching; *Teacher Education Programs; Teacher Effectiveness; Teacher Recruitment

IDENTIFIERS- *Arizona

The recommendations in this task force report by the Task Force on Teacher Education are based on information on the academic program, student profiles, research efforts and pedagogical programs obtained from site visits to the colleges of education in the three state universities in Arizona. The first section of the report discusses the educational system in Arizona, presenting an historical perspective, reflections on teacher effectiveness, and a consideration of the decline in teaching quality. Recommendations, presented in the second section, cover the following areas: (1) content of the education program for teachers; (2) structure within the colleges of education; (3) admission to the colleges of education; (4) departmental responsibility outside the colleges of education; (5) clinical education; (6) the student-teaching experience; (7) the role of the community college in teacher education; (8) orientation of newly hired teachers; (9) continuing professional development; (10) broadening recruitment; (11) the role of the principal; (12) minority teachers; and (13) the profession. (JD)

ED 280 830 SP 028 737

Hawley, Willis D.
The Education of Japanese Teachers: Lessons for the United States?
PUB DATE- 86
NOTE- 30p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Change; Foreign Countries; Graduate Study; *Inservice Teacher Education; Preservice Teacher Education; Teacher Certification; Teacher Characteristics; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Salaries; Teacher Student Ratio; Teaching Conditions
IDENTIFIERS- *Japan

This descriptive depiction of teacher education in Japan begins with a profile of Japanese teachers, their characteristics, salary scale, and the kinds of classrooms and schools they work in. A description of the conventional pattern of teacher education in Japan is organized in its sequential order: preservice education, induction, inservice training, and graduate study. Particular attention is paid to the inservice training of teachers, which is considered the most important part of a teacher's professional education and development, and is supported by local, county, and national resources. Major stategies being advocated for enhancing teacher quality in Japan are discussed, and it is noted that while changes are suggested in teacher selection, examinations, and formal training, the primary focus remains on inservice education. A brief discussion is presented on some elements in teacher education in Japan that should be considered when proposing reform efforts for teacher education in the United States. (JD)

ED 280 874 TM 870 204

Crowell, Ronald; Tissot, Paula
Curriculum Alignment.
North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Oct 86
NOTE- 14p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Achievement Tests; *Cognitive Objectives; *Content Validity; *Curriculum Evaluation; *Educational Assessment; Elementary School Curriculum; Elementary Secondary Education; *Improvement Programs; Research Needs; School Effectiveness; School Organization; Secondary School Curriculum
IDENTIFIERS- *Curriculum Alignment

Curriculum alignment (CA) refers to the congruence of all the elements of a school's curriculum: curriculum goals; instructional program--what is taught and the materials used; and tests used to judge outcomes. CA can be a very powerful can be a very powerful factor in improving schools. Although further research is needed on CA, there is considerable literature on the link between tests and the curriculum. Effective schools research also supports CA, emphasizing the link between curriculum and instruction. The functional organization of the school is also an important factor because schools would benefit from a coordinated approach to setting goals, curriculum development, and testing, rather than have these factors addressed as three separate elements. It is important, within the current emphasis on improving teaching, to give sufficient consideration to what is being taught and why. Some programs have been developed to help achieve the process of CA: (1) the Educational Products and Informational Exchange's Integrated Instructional Information Resource Program; (2) Southwest Regional Educational Laboratory's Instructional Accomplishment Information System; (3) Michigan's state reading test redevelopment; and (4) the staff development program in Inkster, Michigan. A list of questions is included which may be used to audit objectives, instruction, and tests. (GDC)

ED 280 686 SE 047 848

Research Matters...To the Science Teacher, 1987.
National Association for Research in Science Teaching.
PUB DATE- 87
NOTE- 9p.; For the 1984 issues, see ED 273 489; for the 1985 issues, see ED 273 490. The 1986 issues are entered under individual titles; see ED 266 957-961.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Computer Uses in Education; Elementary School Science; Elementary Secondary Education; Instructional Improvement; Learning Modalities; *Metacognition; *Microcomputers; Science Education; *Science Instruction; Secondary School Science; Skill Development
IDENTIFIERS- Concept Maps; *Science Education Research

Suggestions for instructional improvement are offered for science teachers in this compilation of research summaries on specific areas of science education. This series examines the topic areas of: (1) higher-order cognitive skills (focusing on developing operational definitions and classification schemes for cognitive skills); (2) microcomputers in science instruction (synthesizing research findings on the effectiveness of microcomputers in teaching and learning); (3) learning styles (describing several models or systems that have attempted to explain an individual's learning style); and (4) metacognitive strategies (highlighting the values of metacognitive and metaknowledge strategies and describing the functions of concept maps and vee diagrams in metacognitive learning). (ML)

Aase, Susan
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22p. 1mf. L1 ED 280 183

Anderson, S. J.
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Anderson, Sarah
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Anderson, W. Steve
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Anthony, Helene M.
Using Questioning Strategies to Promote Students' Active Comprehension of Content Area Material. Occasional Paper No. 109.
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Anttila, Faith E.
Periodical Use/Survey at Fitchburg State College Library.
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9p. 1mf. L1 ED 280 596

Barnes, Gary T.
Teacher Supply and Demand in North Carolina Public Schools 1986-1995.
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